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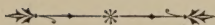
On Page,

TWENTY-FIFTH ANNUAL REPORT
OF THE
BOARD OF EDUCATION,
OF THE CITY OF NEWARK,
FOR THE YEAR, 1881.

COMPRISING

THE REPORT OF THE BOARD OF EDUCATION; THE REPORT
OF THE CITY SUPERINTENDENT; REFERENCE AND
STATISTICAL TABLES; THE RULES OF THE
BOARD; AND REGULATIONS FOR
THE SCHOOLS.

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NEWARK, N. J.:
DAILY ADVERTISER STEAM PRINTING HOUSE,
1882.

In accordance with action taken by the Board of Education, at a meeting held March 31, 1882, thirteen hundred copies of the Annual Report were ordered printed in the English language and two hundred and fifty in the German.

Attest:

C. A. STONELAKE,
Secretary.

1882
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1882

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PART I.

Report of the Board of Education

FOR THE

YEAR 1881.

BOARD OF EDUCATION,

1882.

GEORGE B. SWAIN, President.

C. A. STONELAKE, Sec'y. GEORGE W. CASE, Ass't Sec'y.

WILLIAM N. BARRINGER, City Superintendent.

RICHARD E. HUNT, Supt. of Erection and Repairs.

MEMBERS.

<i>Ward.</i>	<i>Name.</i>	<i>Place of Business.</i>	<i>Place of Residence.</i>
1st	{ EDMUND L. JOY,	152, 154 Front st.	26 Halsey street.
	{ PETER V. P. HEWLETT,	181 Plane street.	181 Plane street.
2d	{ JOHN S. HUGHSON,	R'm 4 Centre Mkt.	242 Plane street.
	{ CHARLES S. STOCKTON,	15 Cedar street.	15 Cedar street.
3d	{ SAMUEL H. BALDWIN,	189 Market street.	608 High street.
	{ GEORGE B. SWAIN,	3 Centre Wharf.	117 Clinton av.
4th	{ ABRAHAM C. DENMAN,	751 Broad street.	60 Park street.
	{ EDWARD GOELLER,	17 Centre Market.	41 Park street.
5th	{ RICHARD L. CHAMBERS,	New York City.	141 Prospect st.
	{ MICHAEL LEYENBERGER,	90 Prospect street.	90 Prospect st.
6th	{ JOSEPH SCHUHMANN,	455 15th avenue.	434 15th avenue.
	{ HENRY T. DUSENBERRY,	Court House.	132 Wickliffe st.
7th	{ HENRY J. BALL,	Lawrence st., cor.	126 Newark street.
		Mechanic.	
8th	{ EUGENE C. CARROLL,	Lister Brothers.	299 New street.
	{ ELIAS G. HELLER,	Montclair R. R. &	Mt. Prospect and
9th	{ EDWIN PUTNAM,	Mt. Prospect av.	Verona avs.
	{ AUG. F. R. MARTIN,	98 Chambers, N.Y.	66 Oriental street.
10th	{ CLINTON B. PRICE,	40 Wall st., N.Y.	994 Broad street.
		New York City.	41 Chestnut street.
11th	{ JOHN R. WILLIAMS,	129 Oliver street.	87 Pacific street.
	{ JOHN L. ARMITAGE,	80 Oliver street.	152 South street.
12th	{ CHARLES E. HILL,	828 Broad street.	574 Warren street.
	{ A. B. TWITCHELL,	So. M'kt, c. Mads'n.	224 So. Seventh st.
13th	{ WILLIAM REILLY,	139 Lafayette st.	139 Lafayette st.
	{ CHARLES F. GEISSELE,	242 Ferry street.	242 Ferry street.
14th	{ HENRY DILLY,	32 Morton street.	32 Morton street.
	{ PAUL WILLIAM RODER,	Freie Zeitung, 75	105 Baldwin street.
15th		Market street.	
	{ WILLIAM C. KING,	49 Franklin street.	62 Wright street.
16th	{ JAMES L. HAYS,	749 Broad street.	102 Clinton avenue.
	{ HENRY EMME,	323 Market street.	28 Newark street.
17th	{ GEORGE W. LAWRENCE,	611 Broad street.	140 Boyden street.

STANDING COMMITTEES,

1882.

FINANCE—Twitchell, Joy, King, Emme, Denman, Martin, Dusenberry.

ACCOUNTS—Martin, Chambers, Carroll.

SCHOOL HOUSES—King, Twitchell, Reilly, Heller, Armitage.

REPAIRS—Hughson, Goeller, Williams, Schuhmann, Leyenberger.

HEATING—Heller, King, Denman, Baldwin, Lawrence.

TEACHERS—Goeller, Joy, Hays, Williams, Hughson, Hill, Chambers.

NORMAL SCHOOL—Hewlett, Dilly, Stockton, Geissele, Price.

HIGH SCHOOL—Hays, Hewlett, Roder, Martin, Dusenberry.

EVENING SCHOOLS—Emme, Roder, Chambers.

COLORED SCHOOL—Denman, Hughson, Ball, Dilly, Heller.

TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS—Joy, Hays, Twitchell, Schuhmann, Putnam, Stockton, Williams.

SCHOOL FURNITURE AND SUPPLIES—Hill, Goeller, Putnam.

PRINTING—Reilly, Baldwin, Emme.

SANITARY REGULATIONS—Williams, Hewlett, Geissele.

BOUNDARIES OF DISTRICTS—Baldwin, Ball, Reilly, Lawrence, Leyenberger.

RULES—Dilly, Hill, Carroll, Price, Armitage.

STATISTICAL RECORD

OF THE

Board of Education of the City of Newark,

FOR THE YEARS 1881 AND 1882,

NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE
SERVED RESPECTIVELY.

GEORGE B. SWAIN.....	1871-2-3-4-5-6-7-8-9-80-1-2
F. B. MANDEVILLE.....	1872-3-4-5-6-7-8-9-80-1-2 (4 mos.)
HENRY EMME.....	1872-3-4—6-7-8-9-80-1-2
WM. C. KING.....	1873-4-5-6-7-8-9-80-1-2
SEYMOUR TUCKER.....	1861-2—74-5—7-8—80-1
ADELBERT B. TWITCHELL.....	1870-1-2-3-4—80-1-2
P. V. P. HEWLETT.....	1876-7-8-9-80-1-2
GEORGE W. SELL.....	1876-7-8-9-80-1
JAS. L. HAYS.....	1876-7-8-9-80-1-2
EDMUND L. JOY.....	1877-8-9 80-1-2
R. L. CHAMBERS.....	1877-8-9-80—2
EDWARD GOELLER.....	1878-9-80-1-2
ANDREW J. LIEBHAUSER.....	1878-9-80-1
JOHN R. WILLIAMS.....	1878 (7 mos.)-9—81-2
JOHN S. HUGHSON.....	1879-80-1-2
TERENCE DEVINE, JR.....	1879-80-1
WM. REILLY.....	1879-80-1-2

HENRY DILLY	1879-80-1-2
JOHN M. RAND	1880-1
WARREN S. BROWN	1880-1
EDWARD J. ILL	1880-1
GEORGE WINCKLHOFFER	1880-1
WILLIAM ERE	1880-1
AUGUSTUS F. R. MARTIN	1880 (3 mos.)-1-2
JOHN L. ARMITAGE	1880 (3 mos.)-2
SAMUEL H. BALDWIN	1881-2
ABRAHAM C. DENMAN	1881-2
THOMAS H. CLARKE	1881 (11 mos.)
HENRY C. HASKINS	1881 (9 mos.)
HENRY J. BALL	1881-2
ELIAS G. HELLER	1881-2
CHARLES E. HILL	1881-2
JOSEPH SCHUHMANN	1881 (2 mos.)-2
CHARLES S. STOCKTON	1882
MICHAEL LEYENBERGER	1882
HENRY T. DUSENBERRY	1882
EUGENE C. CARROLL	1882
EDWIN PUTNAM	1882
CLINTON B. PRICE	1882
CHARLES F. GEISSELE	1882
PAUL WM. RODER	1882
GEORGE W. LAWRENCE	1882

PRESIDENTS OF THE BOARD.

STEPHEN CONGAR	1851-2-3-4
SAMUEL H. PENNINGTON	1855-6-7-8-9-60-1-2
THOMAS W. DAWSON	1863-4-5
WM. K. McDONALD	1866
FRED'K W. RICORD	1867-8-9
EDWIN H. DAWSON	1870
WM. A. WHITEHEAD	1871

L. SPENCER GOBLE.....	1872-3
SAMUEL A. FARRAND.....	1874
ARAM G. SAYRE.....	1875
EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)
GEORGE B. SWAIN.....	1880 (3 mos.)-1-2

SECRETARIES OF THE BOARD.

JOHN WHITEHEAD.....	1851-2-3
FRED'K W. RICORD.....	1854-5-6-7-8-9-60
GEO. B. SEARS.....	1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
C. ALBERT STONELAKE.....	1877 (4 mos.)-8-9-80-1-2

CITY SUPERINTENDENTS OF PUBLIC SCHOOLS.

STEPHEN CONGAR.....	1853-4-5-6-7-8-9
G. B. SEARS.....	1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
WILLIAM N. BARRINGER.....	1877 (4 mos.)-8-9-80-1-2

REPORT
OF THE
BOARD OF EDUCATION

TO THE COMMON COUNCIL.

NEWARK, N. J., Feb. 24, 1882.

*To the Honorable the Common Council of the City of
Newark :*

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully present the following report for the year 1881 :

CURRENT EXPENSES.

RECEIPTS.

Balance from 1880.....	\$119 78
Tax Ordinance.....	26,000 00
Quota of State Appropriation... \$12,659 75	
State School Tax..... 181,429 04—	194,088 79
Interest on Bequests.....	240 00
	<hr/>
	\$220,448 57

ESTIMATES AND EXPENDITURES.

	ESTIMATES OF JANUARY.	EXPENDED.
Salaries of Teachers.....	\$165,000 00	\$165,026 07
Officers.....	4,700 00	5,067 56
Janitors.....	11,000 00	11,799 61
School Books and Stationery.....	10,000 00	9,174 24
Repairs.....	10,000 00	10,245 69
Fuel.....	5,000 00	5,598 79
Printing.....	1,700 00	1,413 94
Furniture and Supplies.....	3,400 00	3,608 85
Heating Apparatus.....	3,250 00	2,405 78
Rents.....	2,000 00	1,646 00
Water.....	500 00	232 16
School Census.....	2,250 00	2,093 05
Gas.....	500 00	463 05
Insurance.....	675 00	690 86
Incidentals.....	400 00	626 02
	\$220,375 00	\$220,091 67

Total receipts..... \$220,448 57

Total expenditures..... 220,091 67

Balance..... \$356 90

SCHOOL HOUSES AND SITES.

The following are complete statements of the appropriations and expenditures on account of buildings and sites:

RECEIPTS AND APPROPRIATIONS.

Received from the Tax Ordinance..... \$25,000 00

Appropriated by the Board as follows:

Miller Street School House	\$2,588 95	
Elliot " " "	2,500 00	
Hamburg Place " " and site,	10,189 95	
Burnet Street " " addition	1,000 00	
Lafayette " " " "	2,614 82	
Morton " " " "	5,502 28	
Furnishing new rooms	529 00	
Lincoln Avenue School House...	75 00	
		<hr/> \$25,000 00

APPROPRIATIONS AND EXPENDITURES.

MILLER STREET SCHOOL HOUSE.

Balance from last year	\$4,571 40	
Appropriated	2,588 95	
		<hr/> \$7,160 35
Expended for carpenter work	\$2,771 08	
mason work	2,121 59	
Heating apparatus	997 75	
Furniture	588 90	
Filling and flagging	467 34	
Plumbing	123 32	
Architect	83 25	
Painting	7 12	
		<hr/> \$7,160 35

ELLIOT STREET SCHOOL HOUSE.

Balance from last year	\$4,925 00	
Appropriated	2,500 00	
		<hr/> \$7,425 00

Expended for mason work	\$2,768 44	
carpenter work	2,424 92	
heating apparatus	860 00	
furniture	605 97	
filling and flagging	273 69	
plumbing	82 00	
architect	44 10	
tablet	28 00	
cleaning	10 17	
	<hr/>	\$7,097 29
Balance		\$327 71

HAMBURG PLACE SCHOOL HOUSE AND SITE.

Balance from last year	\$3,000 00	
Appropriated	10,189 95	
	<hr/>	\$13,189 95
Expended for site	\$3,000 00	
carpenter work	2,838 00	
mason work	4,246 46	
architect	100 00	
	<hr/>	10,184 46
Balance		\$3,005 49

FURNISHING NEW ROOMS.

Appropriated	\$529 00
Expended	529 00

BURNET STREET SCHOOL ADDITION.

Appropriated.....		\$1,000 00
Expended for carpenter work	\$576 00	
sky lights and windows	189 00	
mason work.....	174 00	
wash-bowl.....	36 00	
architect	25 00	
	<hr/>	\$1,000 00

LAFAYETTE STREET SCHOOL ADDITION.

Appropriated.....		\$2,614 82
Expended for carpenter work.....	\$1,345 10	
mason work.....	1,066 00	
heating apparatus.....	70 72	
painting	70 50	
architect	62 50	
	<hr/>	\$2,614 82

MORTON STREET SCHOOL ADDITION.

Appropriated.....		\$5,502 28
Expended for carpenter work.....	\$2,513 00	
mason work.....	1,733 00	
roofing.....	350 00	
heating apparatus.....	242 15	
furniture.....	206 57	
gas fitting.....	165 68	
painting	135 95	
architect	112 50	
cleaning.....	43 43	
	<hr/>	\$5,502 28

PROPOSED HOUSE ON LINCOLN AVENUE SITE.

Appropriated	\$75 00
Expended for plans and specifications	75 00

There is, therefore, yet remaining unexpended of the above amounts the following:

Hamburg Place School House	\$3,005 49
Elliot Street " "	327 71
	<hr/>
	\$3,333 20

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1881.

SCHOOLS.	SALARIES OF TEACHERS.	SALARIES OF JANITORS.	SCH'L BOOKS, STATIONERY, PRINTING.	HEATING AND FUEL.	REPAIRS.	FURNITURE AND SUPPLIES.	WATER.	MISCELLAN- EOUS.	TOTAL.
Normal.....	\$1,345 09	---	\$145 01	---	---	\$0 56	---	---	\$1,490 66
High.....	1,626 84	\$535 00	1,050 03	\$303 90	\$487 69	149 86	\$19 14	\$182 67	17,355 13
Burnet Street Grammar.....	4,673 00	260 00	578 82	221 62	412 14	48 07	26 28	46 80	6,266 73
Burnet Street Primary.....	4,046 03	260 00	151 50	221 60	412 13	48 00	26 28	46 80	5,212 34
State Street Primary.....	3,247 29	380 00	115 70	90 54	175 82	168 16	---	12 00	4,189 51
James Street Industrial.....	1,250 32	---	30 62	42 07	---	1 97	---	201 50	1,526 48
Market Street Primary.....	3,912 01	400 00	141 00	200 58	230 99	78 20	---	17 40	4,980 18
Washington Street Grammar.....	4,695 60	260 00	355 38	246 05	437 39	143 02	29 15	15 00	6,182 19
Washington Street Primary.....	3,985 95	260 00	239 03	246 64	437 37	142 96	29 15	15 00	5,356 10
Lawrence Street Grammar.....	4,016 31	260 00	360 38	144 36	176 35	52 47	48 72	18 00	5,082 59
Lawrence Street Primary.....	3,729 35	260 00	96 02	144 35	176 34	52 44	48 71	18 00	4,525 21
Commerce Street Primary.....	1,177 31	220 00	38 14	83 35	187 33	120 57	---	10 50	1,837 20
Colored.....	1,806 22	200 00	151 79	94 00	296 30	20 47	---	9 10	2,577 88
Lafayette Street Grammar.....	4,323 70	260 00	360 66	186 18	181 27	91 15	---	16 89	5,419 85
Lafayette Street Primary.....	4,535 63	260 00	130 26	186 16	181 26	91 10	---	16 89	5,401 30
Newton Street Intermediate.....	2,562 03	130 00	329 81	141 63	212 45	42 29	---	17 04	3,435 25
Newton Street Primary.....	7,295 20	390 00	286 10	424 97	637 23	126 80	---	51 13	9,211 43
South Tenth Street Primary.....	3,983 09	400 00	84 40	278 48	933 20	96 44	---	35 00	5,810 61
Wickliffe Street Primary.....	3,301 95	380 00	62 88	102 08	223 35	36 69	---	12 00	4,208 95
Webster Street Grammar.....	4,185 76	260 00	314 29	155 87	153 70	41 15	---	16 99	5,127 76
Webster Street Primary.....	3,704 78	260 00	110 46	155 86	153 69	41 11	---	16 99	4,442 89
Summer Avenue Primary.....	1,233 20	200 00	25 20	82 05	18 73	2 00	---	401 50	1,962 68
Elliot Street Primary.....	1,561 89	220 00	213 05	209 99	155 26	102 63	---	17 33	2,480 14
Chestnut Street Grammar.....	5,524 81	260 00	657 94	331 06	209 88	108 17	---	14 25	7,106 11
Chestnut Street Primary.....	4,160 91	260 00	194 58	331 04	209 89	108 13	---	14 25	5,278 80

Oliver Street Grammar	\$4,738 34	\$259 43	\$518 76	\$193 40	\$201 05	\$135 67	-----	\$16 13	\$6,062 78
Oliver Street Primary	4,098 53	259 43	117 13	193 38	201 04	135 63	-----	16 12	5,021 26
Garden Street Primary	-----	-----	-----	45 82	-----	3 75	-----	-----	49 57
Walnut Street Primary	4,381 16	400 00	155 46	131 85	96 61	32 07	-----	12 00	5,209 15
Houston Street Primary	1,043 97	200 00	20 53	59 13	40 05	25 11	-----	65 50	1,454 29
Thomas Street Primary	1,366 97	210 00	32 92	252 36	479 72	142 10	-----	301 50	2,785 57
South Eighth Street Grammar	4,110 25	260 00	213 46	272 77	307 12	85 39	-----	18 00	5,266 99
South Eighth Street Primary	3,900 67	260 00	87 65	272 75	307 12	85 36	-----	18 00	4,931 55
North Seventh Street Primary	1,421 22	380 00	64 97	71 07	100 52	25 14	-----	15 00	2,077 92
South Market Street Grammar	2,702 57	173 36	437 07	140 52	160 59	20 15	-----	9 50	3,643 76
South Market Street Primary	4,601 85	346 64	217 44	281 02	321 19	40 34	-----	19 00	5,827 48
Wall Street Primary	921 13	200 00	52 49	73 19	37 26	34 96	-----	177 00	1,496 03
Clover Street Industrial	1,052 25	-----	13 35	52 18	17	78	-----	201 50	1,320 23
Morton Street Grammar	4,875 30	270 00	286 21	157 89	112 74	85 83	\$2 38	24 76	5,815 11
Morton Street Primary	4,655 76	270 00	88 04	157 88	112 74	85 81	2 35	24 76	5,397 34
Eighteenth Ave. Intermediate	1,371 30	86 64	71 75	71 76	52 67	30 75	-----	5 75	1,690 62
Eighteenth Ave. Primary	6,552 80	433 36	165 72	358 78	263 30	152 77	-----	28 75	7,955 48
Eliz. Ave. (Miller Street) Primary	1,432 68	310 00	97 46	177 72	28 85	213 60	-----	43 10	2,303 41
Central Avenue Grammar	3,358 27	173 36	289 37	141 92	91 25	28 03	-----	12 00	4,094 20
Central Avenue Primary	4,987 80	346 64	190 74	283 78	182 46	56 05	-----	24 00	6,071 47
Lock Street Primary	1,202 46	220 00	25 36	73 23	178 91	49 29	-----	9 00	1,758 25
Lafayette Street Evening	865 00	39 75	97 13	-----	-----	-----	-----	107 10	1,108 98
Newton Street Evening	632 35	31 50	169 22	-----	-----	11 50	-----	-----	844 57
Morton Street Evening	942 30	42 75	161 89	-----	-----	-----	-----	107 77	1,254 71
Central Avenue Evening	799 50	36 75	51 01	-----	-----	-----	-----	139 05	1,026 31

All of which is respectfully submitted,

C. A. STONELAKE, *Secretary*.

GEO. B. SWAIN, *President*.

PART II.

Report of the City Superintendent

FOR THE

YEAR 1881.

REPORT.

To the Honorable the Board of Education of the City of Newark:

GENTLEMEN—In the discharge of my official duties as prescribed in the regulations of the Board of Education, I herewith, at the close of the year 1881, submit to your honorable body the Twenty-fifth Annual Report of the City Superintendent of Public Schools.

It seems very much like the same old story as I recount, from year to year, the condition, progress and results of our schools.

No thoughtful person will, or even can, pass a second time over the same ground without discovering something before hidden, or without awakening new thoughts and throwing new and increased light upon the dark places. With this to stimulate and encourage, I shall endeavor to lay before your honorable body in as brief and clear manner as possible such information, suggestions and recommendations as in my judgment may be of service to you.

It is no small or easy matter to compass and comprehend fully, or even partially, the importance and magnitude of the school interests of our city.

It is hardly necessary to remind the Board that the public interest in relation to public education is steadily

increasing, and that more is expected of our schools with every coming year. Neither is it necessary for me to inform this body that its duties and responsibilities are multiplying. These facts are as well known to you as to myself.

There is no more important duty devolving upon the community than the education of its children. The question of the necessity of education in some form to some extent is not now raised. It is admitted by all. There is, however, some difference of opinion as to the kind and amount that should be provided by the state. The province, exact limits and duty, of the public school are not, as yet, altogether defined. But the proposition that the public school is the most potent instrumentality in developing and shaping the national character cannot, in my opinion, be successfully denied. It is most emphatically true, that the nation will be what its schools permit and enable it to be. A glance at the educational progress of the United States, during the fifty years just past, will remove all doubt in that direction. Horace Mann says: "The education of the whole people, in a republican government, can never be attained without the consent of the whole people. Compulsion, even though it were desirable, is not an available instrument. Enlightenment, not coercion, is our resource. The nature of education must be explained. The whole mass of mind must be instructed in regard to its comprehensive and enduring interests. We cannot drive our people up a dark avenue, even though it be the right one; but we must hang the lights of knowledge about it, and show them not only the directness of the course to the goal of prosperity and honor, but the choiceness of the way that leads to it."

I invite you, I urge you all to go to the schools, visit the classes in all the grades, from the primary up through the High School, noting the teachers, their work, the grading and promotion of the classes, the co-operation and all pervading influence of the principals, the class-teachers and the patrons of the schools; also the final results as made manifest in the examinations; and I am sure the conviction will be forced upon you that united effort and skillful direction are as certain to insure good results here as they are in any of the business enterprises of community. And I think we could not help coming to the conclusion that nothing contributes more to the prosperity of a community than do its schools.

Dr. Barnas Sears says: "There every family is represented. There a union of sympathy, of sentiment, and of action is formed in childhood, which will end only with life, consolidating society into one compact body, as nothing else will. There, in the higher grades, the youth receives that training which not only fits them for those branches of business that require knowledge and skill, but for that position in society which holds the two opposite extremes in check.

"The High School, especially, forms that large and important class which keeps the balance in the state. A well-instructed middle class is worth more to a community than either extreme—the rich or the poor. There is no danger either of tyranny or of lawless faction where this exists. There is no safety where it does not. Without it, as Landor somewhere says: 'Society is froth above and dregs below.'"

While there is much to criticise in the management, instruction and results of our schools, I am bold enough

to say there is also much to commend. It is not a difficult thing to criticise—that is, to find fault. Almost any one can do that, and he, probably, will not be wanting in a large and attentive audience.

Criticism has been very busy of late; it has come from high places as well as from the more humble. Some of it has been honest, well meant and deserved. Much of it is the result of ignorance and prejudice.

The whole scope and spirit of our public school instruction has been called in question by many, and whatever their qualifications to pass a just judgment, they were sure of a wide hearing.

I believe I can say, without fear of successful contradiction, that improvement has been made, chiefly in the direction of methods of instruction. An earnest activity pervades the teachers and the work. Their spirit and co-operation are highly commendable.

The work of detail is not, in any special measure, the work of legislation. It falls almost entirely upon the Superintendent and the teachers. It is comparatively easy to give general directions for the use of improved methods of instruction; but it is not so easy to put those methods into successful operation. Here is where the value and the controlling influence of the supervising and teaching force are felt.

The chief work of legislation is to emphasize the need of reform, point out its direction, furnish the necessary aid in the supply of all proper and needed instrumentalities, pass judgment upon the results, and provide for a proper and substantial recognition of those who honestly and successfully devote themselves to this difficult and sacred work.

I desire to enforce with all the emphasis needed this

fact, that all true progress, all substantial reform, must and will come to a stand-still, unless our teachers are able and willing to enter heartily into the spirit of it. For to them belongs by far the largest share of the work needed to accomplish the much-desired results. This is the reason why I feel so much concern for the support and success of our Normal and Training Schools.

The ever-pressing need of the schools is improvement in the spirit and methods of instruction. The teachers that feel and appreciate this most have taken a long step toward the attainment of these results.

We cannot stand still, we must advance or go backward; stagnation is death. I am well assured that those in charge of the supervision and instruction of the schools are not disposed to halt; their motto is *forward*.

The improvement in the condition of the school buildings, so favorably commented upon in the report for 1880, was continued throughout the past year, and we find our buildings, at the present time, in good repair and better than ever suited to school purposes. The committees have done their work well. I take occasion here to say that the people have no cause for withdrawal of confidence in the Board they have chosen and charged with the responsible duty of guarding the educational interests of our city.

In the last report the Superintendent presented a comparison of the schools in 1870, with the same in 1880, showing a very great increase for the decade. By examination of the statistics for the year just closing, I find this large increase is fully maintained, the gain of the year 1881 over the year 1880 being 557, on the average enrollment. There is also a small gain in the percentage of the school population attending school.

These gains show a sound and healthy public sentiment and a growing confidence in the public schools.

I am much gratified and encouraged by the growing and active interest taken in the schools by the members of the Board. In 1879, there were 591 visits made by Commissioners; in 1880, 830; in 1881, 1,302. I am satisfied that when the schools become better known and understood, by personal contact with them, they will be better appreciated and more liberally provided for in the matter of accommodations and teachers.

The Superintendent made 716 visits during the year closing June, 1881, 43 of which were to the Normal School, 46 to the High School, 258 to the Grammar Schools, 358 to the Primary Schools, 7 to the Industrial Schools, and 4 to the Colored School. I have been specially watchful of the Primary Schools. My reasons for this are mainly these: Most of the young and inexperienced teachers are engaged there; the classes are large, and consequently, less individual work can be done, and the tendency to rut or routine work is very great. The objective methods of instruction are introduced here. I feel the importance of the first years in school. Poor and erroneous work here is a serious hindrance to progress in after years.

SCHOOL ACCOMMODATIONS.

These, so far as they go, are in good condition, having received careful attention during the summer vacation. The improvements were in the same line with those of the preceding year, viz.: the better adaptation of the rooms, furniture, heating apparatus, light, ventilation etc., to the convenience and health of the pupils and teachers.

The Board now has in use for school purposes thirty-two buildings, ranging from one to nineteen class-rooms each. I spoke last year of the advantages of the small schools the Board is establishing, near some of the over-crowded schools and in some of the outlying districts. Every year demonstrates their utility and consequent value.

These buildings are located as follows :

1st Ward	3	8th Ward	3
2d "	2	9th "	1
3d "	1	10th "	4
4th "	3	11th "	2
5th "	1	12th "	3
6th "	2	13th "	2
7th "	1	14th "	2
15th Ward	2		

Six of these, viz.: James Street and Clover Street Industrial School buildings, Thomas Street, Summer Avenue, Wall Street and Garden Street Primary School buildings are rented; the balance are owned by the city. The seating capacity of these buildings is shown in a table in Part III of this report.

I think some readjustment of the boundary lines of the districts can be made, which will relieve some of the classes of the over-crowded schools, and benefit some of the schools not so well attended.

The First Ward is still suffering from the want of more school room, especially for primary classes. The Burnet Street School building has been full to overflowing throughout the year. The primary classes number seventy, and some of them even more. I need not tell you that a class of seventy restless children is a

heavy burden for a teacher, who is expected to control and instruct them. The strain is too great. I am pleased to be able to state that this primary school is the only one now containing such overburdened classes.

More primary school accommodations are much needed in this section. The grammar classes are well accommodated.

A much-needed improvement was made to this house in providing it with rear stairways for the accommodation of the primary department. It has added much to the safety and convenience of this department. A similar provision should be made for the grammar department. I deem it the imperative duty of the Board to protect our schools from the danger arising from insufficient means of ingress and egress. The consequences, in case of an alarm, might be serious in the extreme.

The State Street School is well attended. The old furniture in several of the rooms has been replaced by new, of proper size, and the rooms are now neat and comfortable. The yard accommodations are insufficient and very poor at that. There is no court or protection of any kind for the pupils while taking recess. An arrangement similar to the one in Walnut Street School would be a great convenience and protection to the pupils of this school. I trust the Board will give the matter the needed consideration.

Before leaving this section I would recommend that, there being ample ground room, the State Street house be enlarged by an addition of four rooms, and thus relieve the First Ward and the southern portion of the Eighth.

The James Street Industrial School still occupies the old building. I can only repeat what I said in the last

report. The house is entirely unfit for school purposes. A lot has been purchased and a new building is promised. There are three well-attended classes in the school.

The Market Street School building, now used for the Normal School and the Training School, is hardly adequate to the demands made upon it. It is in fair repair, but some of the rooms are small and consequently not very well adapted to class work; however, through the skill and patience of the teachers, the rooms are utilized to the best possible advantage. The two great needs of this house are some protection for the pupils while taking recess, and more and better wardrobe accommodations. I would urgently recommend that a suitable addition be made to the rear of this building, to meet these wants.

The Washington Street house has scarcely been able to meet the demands made upon it during the year. The expected relief, when the Miller Street School should open, was hardly realized. The building contains fifteen class-rooms. The house was, through the untiring efforts of the Commissioners of the Ward, thoroughly overhauled during the vacation, and several important and much-needed improvements made. Among these was the removal of the stairways, from the middle rear rooms of the primary department, to the court, by which an evil, long complained of, viz.: the admission of the confined and impure atmosphere of the court to the class-rooms, was effectually removed. The ventilation of the rear rooms in both the primary and grammar departments was decidedly improved. Additional windows were placed in the court, greatly increasing the light and ventilation there, and adding much to the comfort and convenience of the school. In several

of the rooms the steam pipes were rearranged and increased in quantity, thus insuring a better temperature in cold weather, without increase in the consumption of fuel. The house is now in excellent condition, serving well the wants of the patrons of the school.

The Lawrence Street house is in every way in an acceptable condition. It is excellently well taken care of in all respects. The front yard is a marked feature of the school. It rivals our most beautiful private yards. I seldom visit the school in the Spring, Summer and Fall terms without noticing many persons stopping to view and enjoy its beauty. The pupils, the teachers, and the Commissioners are proud of it, and take great pains and pleasure in protecting and beautifying it. It is a silent but effective teacher of the beautiful. There is a growing appreciation, in our schools and among our teachers, of the beautiful and artistic. This is, no doubt, in a measure, at least, the result of the drawing, now so well pursued in our classes.

The accommodations for both departments are sufficient for the time being.

The branch school in the Commerce Street building is in a very satisfactory condition, as to attendance and management. The house is in good repair, and supplies the school wants of this locality very acceptably. At the beginning of the present school year a third class was organized in the court. It at once filled up to nearly sixty pupils, when a room was furnished for it on the second floor, where it now flourishes.

The Colored School continues prosperous. It occupies the four-room primary school building on the rear of the Commerce Street School lot. It contains three classes. The house is in fair condition and furnishes ample accommodations for the school.

The Lafayette Street building has just received a long-needed and acceptable improvement, in the addition of a third story to the rear portion of the house, and additional halls and stairways for the grammar department on the upper floor. This improvement has added two rooms to the capacity of the house. It now contains fifteen classes. On the completion of the addition two new primary classes were established, and immediately filled to their full capacity. This house is now better suited to the needs of the school than at any time heretofore, though it still lacks, somewhat, in proper wardrobe conveniences, which, I trust, the Board will supply in due time.

The Sixth Ward is rapidly outrunning its school accommodations. The school population of this section is large, and of that class that largely attend the public schools. I reminded the Board in the report of 1880, of the necessity of making adequate provision in the way of school facilities, for this part of the city. I need not repeat it here. All the rooms in both the school buildings, in this ward are occupied. At the beginning of last term, it was found necessary to open a class in the small room back of the principal's office, in Newton Street School. This was immediately filled, and continues so. There are eighteen classes in Newton Street School, and eight in South Tenth Street.

The Wickliffe Street Primary School is well attended and well accommodated. None belonging to this district are turned away.

The rapidly increasing population of the Eighth Ward makes it necessary, that measures, looking toward a new house in the central part of this widely-extended section, be adopted as promptly as the means of the Board will permit.

All the schools in this ward are well filled and prosperous. The Elliot Street School occupied its new house at the beginning of last term. The house is exceedingly commodious and pleasant. The yard is now being graded and fenced, and when completed this will be a very desirable school property in a not undesirable locality.

The Chestnut Street building is in fair order. The building needs painting very much. It has received no improvement of this kind since it was built, more than twenty years ago. The steam apparatus was thoroughly overhauled during the long vacation, and the steam coils removed from the inside sash partitions to the outside walls of the rooms. The change is a success, the classrooms being more easily and evenly warmed than under the old distribution.

The school was not as much relieved from its crowded condition, by the Miller Street School as was anticipated. Both are full. An additional grammar class was established at the beginning of the present school year. The school contains sixteen classes—nine grammar and seven primary classes.

The schools in the Tenth Ward are well attended. The accommodations meet the demands of the school population, for the present. A new room has just been fitted up on Garden street, and occupied by a flourishing class. A change has been made in the partitions of the Thomas Street building, whereby three classes are now provided for, instead of two.

The Houston Street building is in good repair, and satisfies the school requirements of that section.

The school facilities for the Eleventh Ward are insufficient to meet the requirements of the rapidly increasing

population. The South Eighth Street School has been unable to satisfy the demands made upon it, by those entitled to its privileges. A class was placed in a part of the principal's office, and during the summer vacation, a portion of the court was fitted up for a class-room. At the beginning of the last term, it was filled to overflowing with pupils. Thus fourteen classes are crowded into a building originally intended for only twelve.

A new primary school building is urgently needed in this ward. The Board now owns a large and finely located lot on Roseville Avenue. I would recommend that a house of eight rooms, similar to the one on Hamburg Place, be erected on it as soon as practicable.

The North Seventh Street house affords ample accommodations for that remote section of the district. The population is steadily increasing, and will soon need all the room there. The house needs a new roof.

The South Market Street School has been unable, during the past year, to meet all the requirements made upon it. The building is, in the main, in good condition as to repair and cleanliness, but too small to accommodate a school population of 4,200.

There are now three classes in Wall Street. These will probably be removed to the new building, on Hamburg Place, when completed. This house contains eight rooms, four of which will, it is expected, be ready for occupancy April 1st. It is similar in plan and construction, to the Miller Street building, which is exceedingly well suited to class-room purposes. The specially commendable features in these buildings are the commodious halls, conveniently arranged, warmed and ventilated wardrobes, the accessibility of the halls and courts to each class, and the large, well lighted and

and warmed, courts, affording the best of protection to the pupils, while taking recess or exercise in inclement weather.

An important and much-needed addition to the Morton Street building has just been completed. This consists of an additional story to the rear and central portions of the house, giving a large and beautiful assembly room, and two class-rooms, increasing the capacity of the school by three classes. When this building is fully completed as to painting, furnishing, and enlarging the courts, etc., it will be one of the finest school structures in the State, one of which Newark need not be ashamed.

Another class was organized in the Eighteenth Avenue School, and immediately every seat was occupied. There are now fifteen large, well attended and well handled classes, under instruction in this school. A moderate sized room, in the rear of the principal's office, can be used next April, if needed. It will accommodate from forty-five to fifty pupils. There are two other unfinished rooms on the ground floor that can be put in order at a small expense, thus affording additional accommodations for one hundred and twenty more pupils. I would recommend that provision be made for fitting up these rooms, provided additional court-room can be furnished.

The Miller Street house was occupied last June. Four class-rooms were completed and furnished, affording room for two hundred and forty pupils. Every seat was almost immediately occupied, and already we begin to feel the pressure for more room. I think, without doubt, we shall find it necessary to open classes in the Elizabeth Avenue building, at the beginning of the April

term. The upper story of the Miller Street house should be finished as soon as practicable.

The Central Avenue and Lock Street buildings are in good condition generally; they are well taken care of and seem to afford ample school accommodations to that district. All the rooms in both houses are now occupied.

As I stated in the report for 1880, I have entered somewhat into details in laying before you a statement of the kind, extent and quality, of the school accommodations furnished by you to the various wards of the city. I deem this advisable, as it is desirable that you have before you full and accurate information bearing upon this subject.

TEACHERS.

The general health of the teachers, during the past year, was good. It is a fact, however, of considerable importance, and it deserves more than a passing notice, that in some schools the health of the teachers seems to suffer more than in others. It is the imperative duty of the Board, and especially of the Committee on Sanitary Regulations, to carefully examine into the sanitary conditions within and surrounding our schools.

The number of teachers engaged in our schools, at the close of the school year, in June, 1881, was 281, of which number, 26 were males and 255 females. Of the males, 7 were employed in the High School, 12 in the grammar schools, 2 in the intermediate schools, 3 in the primary schools, 1 in the Colored School, and 1 as teacher of music in the Normal School. Of the females,

1 was employed as drawing teacher, 1 in the Normal School, 7 in the High School, 74 in the grammar schools, 165 in the primary schools, 2 in the Colored School, and 5 in the industrial schools.

It again becomes my sad duty to record the death of one of our teachers, Miss Adelaide Clarkson, of Lafayette Street School. She left her class for the last time, October 25th, and after a painful illness, of fifteen days, died Thursday morning, November 10th. She was a teacher of unusual qualifications, possessing great decision of character, a clear and full comprehension of child-nature. She was conscientious and performed her duty with strict fidelity. She has gone to her final rest. In her death we have lost a true friend and a valuable teacher.

The Teachers' Institute, at its November meeting, expressed its appreciation of her by appointing a committee, to prepare a set of appropriate resolutions.

No resignations of principals or changes of note among them occurred during the year.

The attendance and punctuality of the teachers, as a body, were, with few exceptions, acceptable. There is an evident and growing desire among all the teachers to reach a high standard in the performance of duty and in the methods of instruction. The professional zeal among them never was more earnest than now. The desire for the best information bearing upon "how to

teach," and for the best instrumentalities, never was so manifest as at the present time.

I think our teachers are deeply influenced by the wide-spread activity of the public mind in relation to education, and are more than ever impressed with the imperative duty resting upon them to improve every opportunity and to use all means at hand to elevate and extend the standard of qualification.

I feel moved to repeat the suggestion made to you in the last report, that "the Board can do more for the elevation and advancement of the schools, by exercising great care and discretion in the selection and appointment of teachers, than by an occasional removal. If the new appointments are unsuitable, we shall gain nothing by dismissals. This leads me again to urge upon the Board the importance and necessity of guarding with vigilance the admission into and the graduation from the Normal School, that we may have a class of competent candidates from which to make our selections."

We justly expect much from our teachers. When they enter the service of the community as the instructors of its children, they assume solemn obligations which they are in duty bound to fulfill. When the community, through its proper representatives, engages the services of these teachers, it also enters into solemn obligations which *it* is bound to fulfill. Thus the duties and responsibilities of each party are reciprocal.

The teacher owes to his calling, and thus to the public, to a reasonable extent, his time, his strength, his talents, and a careful watchfulness over the surroundings and influences that shape and determine the character of his pupils. On the other hand, the Board of Education,

the representative of the public, is under obligations to protect, encourage, properly remunerate the teacher, and provide the necessary facilities for carrying forward the work.

I desire here to call the attention of this body to a difficulty that is becoming quite serious, and is likely to become more so in the future, unless measures are taken to correct it. I refer to the trouble of securing experienced teachers for the second grade in our grammar schools. The pay of the teachers in this grade is the same as in the third and fourth grades, and as the labor and responsibility in this grade are much greater than in the grades below, teachers are unwilling to leave an easier and more pleasant position for one more difficult and responsible, for the same remuneration. I would therefore recommend that the salary of the teachers of the second grade in the grammar department be reasonably increased above the salary of the lower grades.

I need not repeat the statement so often made, that if we wish to secure and retain thoroughly competent and experienced instructors, we must pay good salaries. Brains seek the best market as well as other commodities.

ENROLLMENT AND ATTENDANCE OF PUPILS.

In the day schools	18,650
In the evening schools	1,712
Total	<hr/> 20,362

The enrollment, the average enrollment, the average attendance and the percentage of attendance, from Sep-

tember, 1880, to September 1881, in the different schools, is shown in the following table :

	Enrollment.	Average Enrollment.	Average Attendance.	Per cent. of Attendance.
Normal School.....	28	26	25	96.2
High School.....	455	394	360	91.3
Grammar Schools....	4,453	3,595	3,271	90.9
Primary Schools.....	13,113	9,439	8,178	86.6
Colored School.....	193	133	106	79.7
Industrial Schools...	408	241	205	85.0
Total.....	18,650	13,828	12,145	88.3

This shows an increase in the enrollment of this year over last of 192, an increase in the average enrollment for the same time of 459, and an increase in the average attendance for the year 1881 over the year 1880 of 124.

This increase in all directions is marked, and indicates a steady growth in the schools and continued confidence in them.

PRIMARY SCHOOLS.

These have had an unusually prosperous year. The attendance has been good, the progress quite satisfactory. The gain in enrollment, attendance, etc., over preceding years has been steady, fully demonstrating the esteem and confidence in which these schools are held by their patrons.

The Board and the public generally are rapidly coming to a fuller and better appreciation of the importance and particular province of these schools. The time was, and not very long in the past either, when they were valued chiefly as good places in which to stow away

the children for the day. You may think it incredible if I tell you that I have seen in class-rooms in this city from eighty to one hundred and twenty children in charge of one teacher. Of course, I need not tell you that no teaching could be done. This state of things has passed away, I am glad to be able to state. We have but one school, I believe, where more than sixty pupils can be seated in a single class-room.

The importance of the individuality of the pupil, and the consequent necessity for individual instruction, are now accepted, and form the basis on which our classes are organized and instructed. We should not forget that the work in these schools is elementary throughout its entire course; that these first steps are of the utmost concern to the pupil in his present efforts, and that they will be equally so in his future work. I sometimes hear parents say: "I don't expect my child to learn much; in fact, I don't care whether he does or not. I want him in school, out of my way. The teachers are paid for such work, and they should do it." The fatal error here is the idea that a child can live anywhere, for a single moment, even, without learning. There is no standing still by any one, especially by the child. All are moving forward or backward, toward the good and the higher, or toward the evil and the lower. Childhood is the most impressible and susceptible period of life. More is learned during the first half dozen years of the child's life than during three times that number of years in any subsequent period. The desire to know, which is the mental appetite, is very strong and active in the young. The whole nature is wonderfully susceptible to surrounding influences. The germs of character, that is, the habits of the individual, begin to manifest

themselves. Now the handling should be generous and wise. Gentlemen, you cannot well do too much in providing in every way for your primary schools.

The most commendable feature, in my judgment, in these schools is the objective character of the methods of instruction, especially in the lower grades. Its influence is clearly seen and felt throughout all the grades. It has not only awakened and aroused the activities of the pupils, but it has stirred the enthusiasm and zeal of the teachers. They frankly acknowledge that they never felt and appreciated the power and influence of the teacher and good methods of instruction as they do now.

The number of primary classes is multiplying. We have now fourteen distinct primary schools, that is, schools not in the same buildings with the grammar schools, containing sixty classes. There are fifteen primary departments, that is, primary schools in the same buildings with the grammar schools, containing one hundred and eleven classes. Besides these, there are two industrial schools, rated as primary schools, containing five classes, making in all one hundred and seventy-six primary classes now under instruction. By these figures, we are more than ever impressed with the fact that the primary work in our schools is of no small magnitude.

The new appointments of teachers in these grades during the past year have, with few exceptions, given excellent satisfaction, showing that the present method of training and selecting teachers is steadily and surely lifting the standard of qualifications.

The attendance in the upper grades of these schools is constantly improving. It is more punctual, more

regular, and for a longer period, thus improving the quality of scholarship and increasing the number of graduates from them into the grammar schools.

At the close of the school year, in June, 1881, thirty-two primary classes were examined for graduation from the primary schools and, by virtue thereof, admission to the grammar schools. About 1,200 pupils were thus graduated, a considerably larger number than usual. These pupils commenced their grammar-school course with a good foundation. The examinations, which are improving in kind, quality and management every term, are steadily filling the grammar grades with pupils fairly well prepared for the advanced work.

I feel much encouraged, and think I am justified in saying that, with the aid of the increased facilities the Board is constantly furnishing to these schools, their future will fulfill expectations.

GRAMMAR SCHOOLS.

At the close of the year, in June last, there were seventy-eight classes under instruction in these schools. These classes were well attended, showing an average attendance of 3,271, or an average of 42 pupils to each teacher throughout the year. The percentage of attendance upon the average enrollment was 90.9. These statistical facts indicate a prosperous condition.

The examinations for promotion were carefully conducted, and were unusually successful, a larger percentage than ever before passing from the lower to the higher grades. In several of the schools, at the beginning of the present year, we were obliged to make provision for more first-grade classes.

The number graduating from the first grade and admitted to the High School was larger than for any year since the organization of the school.

Nearly 1,300 pupils in the fourth grade were examined, a large proportion of whom passed the required standard and were admitted to the third grade. The number of classes in this fourth grade was 33.

The number of classes in the third grade, or second year of the course, was 26. The number of pupils examined in the same grade was 884, a large percentage of whom passed to the grade above.

The number of classes in the second grade, or third year of the course, was 20; the number of pupils examined, 629. A much larger proportion than usual were found prepared for the highest grade of the grammar department.

The number of classes in the first grade was 12, and the number of pupils examined was 316, nearly 85 per cent of whom passed to the High School.

I have entered somewhat into details in presenting to your honorable body the actual class work, and results obtained in the grammar schools. I am anxious that the Board should know, as fully as possible, the internal working of these schools, that it may judge for itself whether or no a proper return is made for the money expended.

The Superintendent discussed at considerable length, in the report for 1880, the nature, general scope and specific object of the grammar-school work, and would refer any who desire to know his views and suggestions thereon to the article on grammar schools, found on page 40 of that report.

The teachers of these grades, with few exceptions,

are able and successful. I doubt if a better qualified corps of teachers, doing the same grade of work, can be found in any other city.

The subjects taught in these schools are reading, spelling, writing, geography, history, arithmetic, music, drawing, and grammar or language, including a great variety of exercises in language culture.

These subjects are, in the main, receiving each its fair share of time. In a full course of instruction, in a system including many large schools, employing a large number of teachers of varying qualifications and preferences, it is not always an easy matter to preserve the proper balance. The Superintendent believes he is fully alive to the necessity of vigilance in this direction.

I am specially pleased with the evident and growing desire, on the part of an increasing number of the teachers, to teach subjects rather than books. When a teacher thinks more of the subject than he does of the book, he is in a fair way of knowing more about his subject and better how to teach it; and when he thinks more of the pupil and his culture than he does of the subject or the book, he will soon know more about the pupil and better how to handle and instruct him. The tendency on the part of the teachers to confound the means with the end is very great. They are apt to lose sight of the fact that the development and culture of the powers of the pupil are, and should always be, the primary object of all training. We have this to console and encourage us, viz.: that the training which most develops and cultures the powers of the individual, leaves behind it the best results in the way of thorough and practical knowledge.

I consider the grammar schools prosperous, and their

future very promising. I deem them in every way worthy of the full confidence which their large patronage indicates; and I trust they will never want at your hands for the means necessary to enable them to meet all proper demands upon them.

HIGH SCHOOL.

What I have said in relation to the primary and grammar schools regarding prosperity, attendance, etc., I desire to repeat in connection with this school. I deem it not only justice, but in the interest of the strictest economy, that the city should provide for a thorough and practical education of all its children that may have an opportunity to avail themselves of it.

The school continues to grow in numbers and in influence and usefulness. This year completes its first quarter of a century. It has stood the test of these many years without faltering. Its graduates are widely scattered; they are found in the professions and in nearly all the lines of commercial business and mechanical industry; and it is with much satisfaction that, after two years of careful inquiry, I can say that, as a general rule, they are a credit to the communities in which they dwell and labor.

The school has entirely outgrown its accommodations. The building is too small, and, in its plan and arrangements, unsuited to the work of the various departments. Yet, notwithstanding all these inconveniences, its work is acceptable in kind and quality.

The courses of study are now under consideration, and will receive such modifications as will, we think, more fully meet the wants of the patrons of the school.

The Scientific Course should be strengthened and thereby improved, by giving more time and space to those subjects of so much value in the practical duties and industries of life.

Chemistry should be taught mainly through experimentation, and should receive double the time now given to it. The same with Natural Philosophy. Physiology should be considered a far more important subject than it now is, and should occupy a prominent place in the course. The whole course should lead directly to, and fully fit our pupils for, the science departments of our best colleges.

The Classical Course should do the same for those wishing to enter the classical departments of our colleges. In this way we can have a well-graded and continuous system of instruction from the elementary or primary school, through the grammar schools, High School, science and technical schools, college and university; the work in one grade or course becoming a suitable preparation and foundation for what may follow. I fear that not sufficient attention is given by educators, boards of education and the faculties of our various educational institutions to this consecutive and progressive element that should guide us in establishing and conducting our systems of education.

The literary work in this school compares favorably with schools of the same grade in other cities. Yet we are not blind to the fact that improvement is possible in this and all the lines of work in our High School. Too many of our pupils graduate without the power to give their thoughts, if they have them, a graceful and correct expression.

The Commercial Department is largely patronized.

At the beginning of the present school year, Mr. W. C. Sandy, from the State Normal School of Indiana, Penn., was employed as teacher in this department. Heretofore the teacher of these commercial subjects gave only two hours a day to instruction in them. Mr Sandy is employed as a full-time teacher, giving his entire time and strength to this particular work. I think you may reasonably expect a very great improvement in the character of the work done here, especially in the line of business applications.

The chief difficulty in the way of better work here is the want of a suitable room for this work. No teacher should be expected to achieve marked success in the midst of almost insurmountable difficulties.

These classes are taught almost entirely in the large audience room, and generally with several classes in the room at the same time, engaged in other studies. The interruptions are necessarily frequent and often of a disturbing nature. I deem it due to the teacher of this department that these facts should be brought to the attention of the Board. I trust you will, in the not distant future, be able to remove some, at least, of these hindrances by enlarging and adjusting the accommodations for this important part of our advanced instruction.

Prof. Schmitz, teacher of German, is obtaining very good results, and the classes are making reasonable progress. I am afraid, however, that many of our young men do not realize as they should the opportunities they enjoy in this direction and the very great value of the study of the German language both for its disciplinary power and its practical use in business. I think, with an able instructor and earnest application on the part of

the pupil, a very fair knowledge of German may be obtained in a two years' course. We need more use of the language in talking and writing it, and less mere memoriter work in committing rules and definitions.

The classes in Drawing, considering that scarcely one hour a week is given to their instruction, are making excellent progress. The practical character of Drawing as a part of the Public School course is becoming more and more apparent every day, and it will not be long before its utility and great value will be acknowledged by all. The other subjects pursued by the different classes in the various courses are receiving their proper share of time and attention and the results are encouraging.

The number of pupils admitted since the organization of the school is 4,782, an average of 199 each year.

It may be a matter of some interest to the Board to know what proportion of the membership of the grammar schools is now in the High School, and what proportion of the membership of the High School graduates. The following results are based upon the attendance for the year ending June 1881. Seven and two-fifths per cent. of the entire membership of the grammar schools entered the High School. The entire membership of the High School equals eleven per cent. of the entire membership of the grammar schools. Seventeen and seven-tenths per cent. of the membership of the High School graduated at the close of the school year in June last. Eighty-five per cent. of the membership of the first grade in the grammar schools entered the High School at the beginning of the present school year. This is an excellent showing, demonstrating that a comparatively large number of the pupils in our Public Schools receive benefit from the High School.

At the Commencement Exercises, held in June, 1881, a class of seventy was graduated. Of this class, twenty-four were males and forty-six were females. Five were from the Classical Department, forty-nine from the English and Scientific, and sixteen from the Commercial. They sustained a high standing.

The entire number of graduates since the establishment of a graduating course, is shown in the following table:

Year.	Males.	Females.	Total.
1862-----	8	--	8
1863-----	8	22	30
1864-----	6	8	14
1865-----	6	13	19
1866-----	8	16	24
1867-----	4	23	27
1868-----	4	25	29
1869-----	6	30	36
1870-----	7	34	41
1871-----	9	19	28
1872-----	10	30	40
1873-----	13	26	39
1874-----	14	18	32
1875-----	14	33	47
1876-----	17	46	63
1877-----	19	41	60
1878-----	32	47	79
1879-----	24	48	72
1880-----	26	39	65
1881-----	24	46	70
<hr/>			
Total number of graduates.....	259	564	823

An average of 41 each year.

COMMENCEMENT EXERCISES OF THE HIGH SCHOOL.

The Twentieth Annual Commencement of the High School was held in the Grand Opera House, Thursday evening, June 23, 1881.

The hall was filled to overflowing with a cultivated and highly appreciative audience. The exercises were eminently satisfactory.

The following was the order of exercises:

ORDER OF EXERCISES.

MUSIC—Overture, "Billee Taylor," - - - Orchestra.

PRAYER.

ORATION—"Trial and Triumph of Great Principles," - W. B. Gwinnell

ESSAY—"Education of Young Women," - Miss Lucille M. Wilde

MUSIC—Polka, "Bonne Bouche," - - - Orchestra.

ESSAY—"Mechanics," - - - Miss Natalie Antz

TRIO AND CHORUS—"The Call of the Fairies," - - By the Class,

Misses Agnes Clark, Isabel A. Parker and Josephine P. Rodgers.

ORATION—"Love of Our Country," - - - Wm. J. Moore

MUSIC—Galop, "Brilliant," - - - Orchestra.

ESSAY—"Shakespeare's Heroines," - - Miss Marie A. Billings

VOCAL SOLO—"Waiting," - - - Miss Agnes Clark

ESSAY—"The Unknown Measured by the Known,"

Miss S. J. Van Wyck

ORATION—"Vagaries," - - - Wm. A. Shannon

POEM—"The Marble Waiteth," - - Miss Jeanie T. Pomeroy

MUSIC—Selection, "Mascotte," - - - Orchestra.

PRESENTATION OF CLASS FOR GRADUATION—

By E. O. Hovey, *Principal of High School*

AWARDING OF DIPLOMAS—

By George B. Swain, *President of Board of Education*

PRESENTATION OF PRIZES—

By James L. Hays, *Chairman of High School Committee*

For the highest per cent. in Scholarship, Deportment and Attendance of the graduates of the Commercial Department. Gift of the gentlemen of the Class of '79. - - - Oscar L. Meyer

For the best Declamation (June 3, 1881). Gift of the Society of '77, - - - Fred. B. Faitoute

For the best Recitation by the ladies (June 3, 1881.) Gift of the Alumni, - - - Miss Marie A. Billings

For the best Oration. Gift of the Alumni, - William A. Shannon

For the highest per cent. in Mathematics during the year. New Jersey Business College Medal, - - William A. Shannon

For the highest per cent. in Scholarship of the entire class, as shown by the final examination. "George B. Swain" Medal,

Miss M. Emma Gwinnell

For the best Rhetorical Work during the year by the young ladies.

"Tichenor" Medal, - - - Miss Marie A. Billings

For the best Final Essay of the young ladies. "Abbie A. E. Taylor"

Medal, - - - Miss Jeanie T. Pomeroy

For the highest per cent. in Scholarship, Deportment and Attendance of the entire class during the year. "Hovey" Medal.

Miss Frances N. Harring

GRADUATES OF 1881.

GENTLEMEN.

Herbert R. Coursen,	Wm. B. Morningstern,
Fred. B. Faitoute,	Wm. A. Shannon,
Wm. B. Gwinnell,	John B. Scarlett,
Wm. J. Moore,	George C. Sutphen,
Nathan B. Wagoner.	

LADIES.

Claribel Allen,	Lizzie P. Martin,
Natalie Antz,	Floreane M. McCall,
Henrietta Armitage,	Ada McGregor,
Mary A. Aschenbach,	Grace Merry,
Jane D. Baldwin,	Elizabeth A. Moore,
M. Lilian Baldwin,	M. Anna Morehouse,
Marie A. Billings,	Emma Morgan,
Eliza Blauvelt,	Emma F. Ott,
Eva E. Burritt,	Isabel A. Parker,
Agnes Clark,	Jeanie T. Pomeroy,
Alice R. Cornwell,	Ida May Post,
Harriet A. Demarest,	Elizabeth H. Reeve,
Emma De Vausney,	Josephine P. Rodgers,
Mary M. Donnelly,	Emma Louise Sayre,
Jessie Kearney Doremus,	Susan F. Shipley,
Emily T. Dusenberry,	M. Adaline Skinner,
Edna M. Frazee,	Miriam Stevens,
Flora I. Glover,	Hattie Thompson,
M. Emma Gwinnell,	Clara E. Valentine,
Frances N. Harring,	Sarah J. Van Wyck,
Margaret Horner,	Emily L. Watts,
Eva A. Jennings,	Amilla Werner,
Lucille M. Wilde.	

COMMERCIAL DEPARTMENT.

Frank L. Blake,	William C. Rodeman,
Parke Burnett, Jr.,	Herman C. Schwartz,
Fred. M. Chambers,	George E. Titcomb,
Joseph N. Cone,	Abram G. Van Houten,
James Crowell, Jr.,	Marcus L. Ward,
Julius Martin,	De Forest C. Wilsey,
Oscar L. Meyer,	Charles Winters,
Ward W. Muchmore,	Miss Lottie C. Reeve.

The Principal, E. O. Hovey, presented the class to the President of the Board for graduation, with the following remarks:

Mr. President—This class of nine young gentlemen and forty-six young ladies have devoted themselves faithfully to their work in the High School; have passed their final examinations, each one attaining the standard required by the Board of Education, and they now await from your hands the documents which set forth that they are graduates of the Newark Public High School.

Ladies and Gentlemen of the Class of 1881—Will you quietly submit to one more word of exhortation? This evening closes your studies with us as pupils; but I exhort you not to give up your studying. Do not bury your Geometry, nor relegate to obscurity your Virgil, who sang so sweetly to you of arms, and a hero, and Dido. Let not the dust gather on your Rhetorics and your Geologies, for you cannot say *vici* to any of these studies; you have had simply an introduction to them; the boundless fields for thought and investigation are still before you, and the more you explore, the more pleasure you will find in exploring, always bearing in mind the fact that every earnest, well-directed effort will bring its own reward. We trust that your memories of the High School will be pleasant; and be assured that our kind wishes and prayers for your success will ever go with you. Remember that you honor us as you honor yourselves. Be noble and honorable members of society wherever your lot may be cast, remembering that "Truth will Triumph." Love your country, and be not given to "Vagaries." To-night,

"The Marble Waiteth," and what shall be written on it? Shall it be the name of a "Hero or Heroine," or an "Unknown"? Day by day you shall write the record. See to it that it is a record of which we all shall be proud.

Mr. President—I also present to you sixteen young gentlemen of the Commercial Class, who have successfully passed through the course prescribed by you for them. They, expectant, await their diplomas.

Young Gentlemen—Whatsoever your hands find to do, do it.

In receiving the class, the President of the Board, Mr. George B. Swain, said:

Young Ladies and Gentlemen—It affords me much pleasure to meet you here, and to hear from your Principal that you have completed the course of study prescribed for you by the Board, and that you are entitled to receive your certificates of graduation.

Allow me to join with your many friends in congratulating you on this important occasion. You stand on the line which divides the great, busy, active world from the happy, careless school-days of your youth.

You must prepare to pass over and take your places in this world of work and activity. And remember, what your positions shall be there is for you to decide. Place your aim high, and determine to be in the front rank of usefulness and honor.

You are fortunate to live at this time and in this land, where the avenues to greatness and honor are open to all. Never be afraid to labor; remember, many have found the ways to affluence and honor through the work-shops; and by the aid of their own honest

labor have our best men risen to positions of trust. Whatever you do, *do well*. Whether it be work of the brain or of the muscles, let it be of the *best*.

Be true to the principles taught you here; be true to yourselves, your country and your God.

Now I take pleasure, in the name of and on behalf of the Board of Education, in presenting you with these, your diplomas of graduation, and bid you good speed in the future.

And you, ladies and gentlemen assembled here, I welcome you and thank you for your presence and kind attention. What you have seen here to-night is the culmination of a small portion of the work being done in our public schools. These graduates are the few who have passed through our High School. I wish we could show you more of the work that is being done; I wish you could and would go into our grammar schools and down in our primaries, and see the hundreds and thousands who are there receiving the necessary education that is to aid them in their future lives.

We think there is much in our public schools of which we may well feel proud. More should be done; our facilities should be largely increased. We hope, by the aid of a liberal public, soon to be able to do this.

EXAMINATION FOR ADMISSION TO THE HIGH SCHOOL.

The annual examination of pupils for admission to the High School was held in the High School building, June 22d and 24th, 1881.

There were 316 applicants, of whom 138 were boys, and 178, girls. Of the boys, 123 were admitted, or 89

per cent. Of the girls, 144 were admitted, or 81 per cent. Of the whole number of applicants, 267, or about 85 per cent., were successful, and 49, or about 15 per cent., were unsuccessful.

The applicants were tested upon the following questions:

ARITHMETIC.

1. Multiply $\frac{11\frac{3}{8}}{22\frac{1}{2}}$ by $\frac{7}{8}$ of $\frac{12}{65}$, and express the result in decimals [8.] What is the difference between the numerator and the denominator of a fraction [2]?

2. What is a prime number [1]? Analyze: William can run 40 rods in 5 minutes, and John the same distance in 4 minutes; how long will it take John to gain 30 rods on William [9]?

3. Analyze: A pier of a certain bridge stands 10 feet in the water, which is $\frac{2}{3}$ of the height of the pier lacking 5 feet; what is the height of the pier [5]? Bought a watch for \$40, and a chain for \$5 more than $\frac{2}{3}$ of the cost of the watch; what did both cost [5]?

4. If a man earns \$.80 in 3 hr. 20 min., what will he earn in 8 days if he works 10 hr. a day [10]?

5. What will it cost to paint the outside of a house 46 feet long, 27 feet wide and 20 feet high, at \$.63 per square yard; also to floor two rooms in the same house, each 15 feet long and 14 feet wide, at \$.25 per square foot [10]?

6. If a merchant marks cloth costing \$.60 per yard, at an advance of 25 per cent., what will it cost a customer when he allows a discount of 20 per cent. from the marked price [10]?

7. A man sold his house, which cost him \$10,000, at an advance of 10 per cent., and took in payment a note for 60 days, which he had discounted at the bank at 6 per cent.; how much money did he receive [10]?

8. A man purchased goods to the amount of \$5,000. For what sum must he draw his note, payable at the bank in 90 days at 6 per cent., to settle the claim [10]?

9. If a person can read a book of 200 pages in 3 days, reading 4 hr. a day, in how many days, at the same rate per hour, can he read a book of 800 pages, reading 2 hr. 20 min. a day [10]?

10. A. commenced business with \$500; at the end of three months B. joined with \$600; at the end of three months more they took in C. with \$1,000. The profits, at the close of the year, were \$522. What was each man's share [10]?

GEOGRAPHY.

1. What is the equator [3]? State the difference between the meridians and the parallels [4]. Name and locate the polar circles [3]?

2. What is an inland sea [3]? A border sea [2]? A gulf or bay [2]? Name and locate one of each [1 each].

3. Which zone has the most abundant vegetation [2]? Why [2]? What effect does distance from the equator have upon vegetation [2]? Why [2]? Name the principal plants of the frigid zone [2].

4. What continents and islands are located in the old world [3]? In the new world [3]? Name the continents that border upon the Pacific Ocean [4].

5. Describe the Pacific highland region of North America [3]. The great central plain [3]. Name the political divisions of North America [4].

6. What system of waters forms a part of the northern boundary of the United States [4]? Name and describe the three great rivers that enter the Mississippi, from the west [6]

7. Bound the United States [2]. Bound, as a group,

New York, New Jersey and Pennsylvania [5]. Name and locate the three largest cities in this group [3].

8. What do the following connect and what do they separate: Strait of Dover, Strait of Babel Mandeb, Isthmus of Suez, St. George's Channel and Niagara River [2 each].

9. Locate the following: Irish Sea, Havana, Cincinnati, Adirondack Mountains, Potomac River, Constantinople, Dublin, Liverpool, Paris and New South Wales [1 each].

10. Draw a map, as a group, of Pennsylvania, New Jersey and Delaware. Locate the capital and the largest city of each State. Trace the Susquehanna, Passaic and Delaware rivers, and locate the Alleghany and Blue Ridge Mountains [10].

GRAMMAR.

NOTE.—*When the question calls for a particular thing, underline the example which you give in your answer.*

1. Of what does language proper consist [3]? What is English Grammar [3]? State the difference between the subject and the predicate of a sentence [4].

2. What is a modifier [3]? Write a sentence with the subject, predicate, and object complement, each modified [7].

3. What is a compound subject [4]? A compound predicate [4]? Illustrate each with a sentence [2].

4. State the difference between an object complement and an attribute complement [6]. Illustrate with one or more sentences [4].

5. What is a phrase [3]? A preposition [3]? Write one or more sentences illustrating the use of the phrase and the preposition [4].

6. Diagram and then give an oral analysis of the following sentence: "The pitch of the musical note depends upon the rapidity of vibration" [5 for each].

7. Correct, if necessary, as to capitals and punctuation, the following sentences, and give the reasons for correction: "he went at the Urgent request, of the Stranger for the Doctor." "In the dead, of Night with a Chosen band under the cover, of a Truce He approached" [10].

8. Analyze the following sentence: "*Richelieu's* title *to command* rested on sublime force of will and decision of character" [6]. Parse the words in italics [2 for each word].

9. Write three sentences, each illustrating a different use of the participle [10].

10. Write a letter of not less than twelve lines [10]. We expect the letter will be well arranged, correct in spelling, in the use of capitals, and punctuation.

UNITED STATES HISTORY.

1. Give an account of the Cabots and their voyages [5]. Give dates and results of the attempts of the Huguenots to establish a colony in America [5].

2. When, where and by whom was each of the first five colonies settled [2 for each]?

3. Give date and brief account of Braddock's expedition against Fort Duquesne [9]. When did the French and Indian War close [1]?

4. Describe the policy of Great Britain toward the American colonies [3]. The Writs of Assistance [3]. The Stamp Act [4].

5. Who was the second President [1]? When and where inaugurated [2]? What took place near the close of his administration, and with what result [7]?

6. Under whose administration did the war with Mexico take place [1]? Who was sent, in 1847, to take the chief command of the American forces [1]? Describe General Taylor's last engagement in Mexico [7]. When did this war close [1]?

7. Name the five acts offered by Henry Clay, and passed by Congress, which are known as the compromise measures [2 for each].

8. Give a full account of the final movement of the national forces, which began on March 29, 1865 [10].

9. What important event occurred during the year 1876 [1]? Give a full account of it [8]. What State was admitted during this year [1]?

10. Give an account of the commercial progress of the country since 1790 [8]. Name the leading candidates for President and Vice-President at the last Presidential election [2].

SPELLING.

- | | |
|-----------------|------------------------|
| 1. Alleghany. | 17. Dizziness. |
| 2. Petroleum. | 18. Raisins. |
| 3. Prairies. | 19. Referring. |
| 4. Bazaar. | 20. Apprenticeship. |
| 5. Perceiving. | 21. Unreadable. |
| 6. Camphene. | 22. Salary. |
| 7. Morphine. | 23. Colonel (Officer). |
| 8. Brooches. | 24. Erysipelas. |
| 9. Mortise. | 25. Diphtheria. |
| 10. Champagne. | 26. Colleague. |
| 11. Celery. | 27. Concurrence. |
| 12. Immigrate. | 28. Singeing. |
| 13. Lineament. | 29. Apennines. |
| 14. Pneumonia. | 30. Hurricane. |
| 15. Hosiery. | 31. Asparagus. |
| 16. Cassimeres. | 32. Marseilles. |

33. Pyrenees.

N. B.—Pupils will not communicate with each other, either by words or signs, concerning any subject during their examination.

Teachers will report to the Superintendent any violation of this rule.

The Regulations of the Board of Education provide "that immediately after the annual examination of pupils for admission to the High School, the number of pupils from each school admitted and rejected, and the general average of the candidates from each, together with the names of the pupils admitted, their ages and respective averages, and the averages of those rejected, shall be published under the direction of the City Superintendent."

The following is the result of such examination :

BURNET STREET SCHOOL.

BOYS.

Names.	Ages.	Per cent.
Frank De Hart.....	15	88.8
Adelbert M. Harris.....	14	92.7
Winthrop Gates.....	13	91.3
James M. Rothery.....	15	85.
Heber C. Peters.....	14	84.1
William H. Barnet.....	14	91.1
S. Harry Sargeant.....	15	81.
William P. Dodge.....	13	78.
D. Reynolds Ward.....	13	84.4
Burnham Kalisch.....	13	88.8
Harry P. Ward.....	15	76.
Edward H. Hewitt.....	16	84.4
James D. Smith.....	15	77.
William F. Littell.....	14	76.8
Charles Keepers.....	14	75.2
George A. Force.....	13	75.1

Rejected, 2; average per cent., 70.1.

GIRLS.

Names.	Ages.	Per cent.
Isabella Bingham.....	16	94.4
Minnie H. Carruth.....	17	84.6
Nellie Hill.....	13	88.8
Elizabeth Landmesser.....	15	90.9
Eva M. Vreeland.....	14	88.3
E. Ella Klotz.....	14	76.
Annie M. Eagles.....	14	79.
M. Alice Pennoyer.....	16	85.5
Annie B. Hazen.....	16	84.5
A. Isabel Rawle.....	15	86.1
Clara B. Crockett.....	15	85.2
Mary M. Erb.....	15	93.3
Filana Culver.....	16	78.7
Laura F. Hovey.....	15	78.2
Amy Simpson.....	15	82.2
Jennie McKenzie.....	14	79.
Henrietta Straus.....	14	75.5
Mary S. Ellis.....	15	77.4

Rejected, 3; average per cent., 64.1.

WASHINGTON STREET SCHOOL.

BOYS.

Names.	Ages.	Per cent.
Henry Schwarzwaelder.....	15	91.5
Louis Scharringhausen.....	14	92.9
Charles Hood.....	13	88.6
Frederick N. Johnson.....	14	87.8
George E. Warrender.....	15	89.4
William H. McKinzie.....	13	90.6
Moses Schloss.....	13	88.7
William P. Smith.....	12	82.1
Herbert E. Ehlers.....	13	82.1
Max Henry.....	14	85.3

Names.	Ages.	Per cent.
John Schambacher.....	14	86.1
Peter S. Castner.....	16	82.7
Charles F. Weldon.....	16	84.6
George V. Lewis.....	17	75.2
Herbert J. Owens.....	13	75.5
Rejected, none.		

GIRLS.

Dora R. Prieth.....	13	87.5
E. Jennie Bedford.....	15	86.2
Arabella Wilcox.....	16	80.7
Clara L. Osborne.....	14	86.4
E. M. Van Patten.....	14	87.8
Estella V. Berry.....	14	79.3
Ida Hyman.....	13	80.6
Emma L. Leonard.....	14	76.6
Clara F. Darby.....	14	76.5
Julia Stapff.....	13	76.7

Rejected, 4; average per cent., 71.5.

LAWRENCE STREET SCHOOL.

BOYS.

Names.	Ages.	Per cent.
Archie P. Spence.....	13	88.2
George B. Schulte.....	15	81.5
Robert S. Simonson.....	14	78.4
Joseph G. Spurr.....	16	75.3
Clarence E. Smith.....	14	83.3
Willie Korb.....	14	79.4
Jesse Snook.....	14	84.5
J. Edward Maloney.....	14	85.3
James Hewson.....	14	77.3
William F. Zimmerman.....	13	80.6

Rejected, none.

GIRLS.

Names.	Ages.	Per cent.
Julia L. Hochkins.....	13	95.7
Annie E. Andrew.....	16	95.5
Florence L. Spaeth.....	14	91.6
Stella A. Newman.....	14	81.6
Lillian L. Keller.....	14	86.6
Nettie H. Courtois.....	15	87.8
Lydia R. Cornish.....	13	85.2
Florence M. Nicholl.....	15	86.6
Mamie R. Waugh.....	14	83.4
Gussie A. Wiss.....	14	85.1
Venie Hawk.....	16	84.7
Belle M. Kirk.....	13	84.7
Agnes Coventry.....	14	78.6
Rejected, none.		

COLORED SCHOOL.

Name.	Age.	Per cent.
Ephraim L. Smith.....	15	82.5
Rejected, none.		

LAFAYETTE STREET SCHOOL.

BOYS.

Names.	Ages.	Per cent.
Isaiah Browe.....	12	87.2
Henry McDonald.....	14	81.5
Walter Tonks.....	13	90.6
J. Wheeler Clark.....	12	83.5
A. N. Clark.....	14	78.5
Jacob Plattner.....	14	81.4
Otto Hoester.....	12	75.6

Rejected, 1; per cent., 65.8.

GIRLS.

Names.	Ages.	Per cent.
Julia Bouton.....	14	88.5
Nettie Meshullam.....	15	83.1
Lina A. Ziegler.....	15	85.2
Maggie Hendry.....	13	82.1
M. Louise Prout.....	16	76.6
Blanche Koket.....	14	80.2
Bertha Feiner.....	14	75.4

Rejected, 3; average per cent., 69.7.

WEBSTER STREET SCHOOL.

BOYS.

Names.	Ages.	Per cent.
Jay Woodsworth.....	16	93.2
John M. Keen.....	14	93.4
Charles Nunn.....	15	87.
Edwin Hammer.....	13	81.1
William C. Lee.....	16	76.3
Elmer H. Ryerson.....	14	86.8
Charles R. Hobart.....	15	77.7

Rejected, 5; average per cent., 64.4.

GIRLS.

Jennie Bradford.....	15	95.3
Estelle Joralemon.....	16	86.7
Emily W. Arndt.....	15	87.2
Belle Baldwin.....	15	84.4
Belle H. Conkling.....	16	89.8
Lizzie Hopper.....	14	85.6
Kate Adams.....	15	78.3
Mary Crawford.....	14	87.4
Mattie Putnam.....	16	78.2
Annie C. Osborne.....	16	80.3

Names.	Ages.	Per cent.
Lydia C. Doremus.....	15	87.4
Minnie Gögl.....	13	88.3
Lottie Conway.....	14	84.6
Lizzie A. Campbell.....	14	75.4
Belle Willis.....	14	80.
Jennie McCall.....	13	76.9
Louise A. Simmonds.....	15	75.
Eloise Haring.....	15	75.7

Rejected, 8; average per cent., 63.8.

CHESTNUT STREET SCHOOL.

BOYS.

Names.	Ages.	Per cent.
George E. Poole.....	11	91.2
Albert D. Baldwin.....	15	89.7
Gardner Perry.....	14	83.7
Albert R. Littlewood.....	16	85.5
Fred. C. Lewis.....	15	90.6
Harry B. Brice.....	16	88.
Frank E. Birrel.....	15	79.9
Harry C. Utter.....	14	84.5
Henry L. Thompson.....	10	85.3
Joseph Weil.....	16	79.5
W. A. Allen.....	15	84.2

Rejected, 1; per cent., 72.7.

GIRLS.

Mertie E. Haworth.....	14	93.
Ella B. Van Houten.....	16	87.1
Nettie W. Smith.....	17	90.5
May V. Dexter.....	16	87.
Jessie B. Baldwin.....	13	90.3
May E. Starbuck.....	16	89.2

Names.	Ages	Per cent.
Eliza W. Sutphen.....	13	88.7
Susie F. Sanders.....	15	77.8
Ida H. Burkhardt.....	14	81.7
Sadie F. Moore.....	16	94.7
Minnie L. Pollard.....	16	89.6
Albina M. Wiedner.....	15	75.1
Emma H. Van Wagoner.....	15	83.3
Minnie L. Thompson.....	15	84.1
Frances E. Radcliffe.....	15	85.4
May M. Beebe.....	16	87.1
May R. Moorhead.....	14	83.4
Josie G. Barnett.....	15	85.5
Lilian B. Joralemon.....	13	83.3
Emma V. Campbell.....	15	75.1
Julie W. Healy.....	13	77.6
Martha E. Wilson.....	15	81.1
M. Isabel Fitzgerald.....	15	88.6
Blanche King.....	16	75.4

Rejected, 3; average per cent., 67.8.

OLIVER STREET SCHOOL.

BOYS.

Names.	Ages.	Per cent.
William E. Preston.....	12	90.3
Irving W. Williams.....	12	87.8
Ira G. Fredericks.....	14	75.4
E. Allen Smith.....	13	88.7
Will McCartney.....	13	84.3
Harry D. Winans.....	14	82.9
Joseph K. Franks.....	12	91.8
Harry Reilly.....	11	84.9
William H. Warren.....	13	90.1
E. Wallace Meyers.....	14	86.8
Max W. Keer.....	15	86.

Names.	Ages.	Per cent.
Anthor F. Warren.....	15	80.7
Richard I. Merril.....	15	84.
Barton M. Hunt.....	16	85.2
Rejected, 4; average per cent., 71.3.		

GIRLS.

Corinne J. Lyle.....	15	79.3
Minnie S. Lutz.....	14	83.4
Lizzie P. Hopping.....	16	87.6
Lizzie D. Tucker.....	13	83.2
H. Wilma Griffith.....	16	77.5
Ella York.....	13	77.3
Belle B. Hutchison.....	13	75.4
Nellie Molten.....	16	75.2
Laurilla Garrabrant.....	14	85.5
Alice E. Young.....	13	86.5
Gussie M. Toms.....	14	75.2
Alice Sipp.....	16	77.9
Helen F. Morgan.....	15	77.5
Bertha L. Hardham.....	14	81.1
Ella Gregory.....	15	92.4
Rejected, 5; average per cent., 67.9.		

SOUTH EIGHTH STREET SCHOOL.

BOYS.

Names.	Ages.	Per cent.
Reginald Elphinstone.....	14	95.4
Thomas A. Monaghan.....	13	90.6
Frederick M. Rogers.....	12	94.5
Charles McKenzie.....	14	86.7
Frank C. Crosby.....	14	86.7
Charles F. Clairville.....	13	87.2
George V. Aschenbach.....	15	86.1

Names.	Ages.	Per cent
William C. Bailey.....	14	89.2
John L. Toppin.....	14	83.3
William F. McClelland.....	15	86.7
Rejected, none.		

GIRLS.

Nellie A. Nivison.....	14	92.9
Etta W. Rogers.....	13	96.8
Wilhelmina Bennett.....	16	85.
Alvida H. Smith.....	12	91.3
Minnie D. Gould.....	17	84.9
Mary Maclauchlan.....	15	85.5
S. Catharine Tuers.....	17	89.3
Elizabeth B. Blackford.....	16	89.8
Mary H. Pickering.....	16	80.3
Mary C. Clairville.....	16	84.5
Emma L. Patterson.....	16	87.4
Mary G. Gordinier.....	16	81.2
Helen E. Coursen.....	14	83.1
Rejected, none.		

SOUTH MARKET STREET SCHOOL.

BOYS.

Names.	Ages.	Per cent.
Christian G. Berg.....	13	88.4
Eugene S. McDonald.....	13	85.7
Rejected, 1; per cent., 69.9		

GIRLS.

Jeannette Wilson.....	14	77.1
Allie M. Lackey.....	14	83.
Anna M. Holland.....	16	84.9
Rejected, 3; average per cent., 66.6		

MORTON STREET SCHOOL.

BOYS.

Names.	Ages.	Per cent.
Joseph C. Pfister.....	14	91.6
Charles T. B. Rowe.....	12	90.7
Daniel Dietz.....	13	84.2
John F. Stillman.....	15	91.9
Isaac Lowenstein.....	12	85.7
Charles S. Weiss.....	15	85.
Louis T. Nagel.....	12	87.
William F. Cashion.....	14	81.7
Herman A. Metz.....	13	81.8
George L. Staats.....	15	83.8
Julius A. Brose.....	13	80.7
William Willich.....	14	75.3
Henry L. Felger.....	14	78.8
Joseph Litzberg.....	13	77.5
George A. Scheller.....	15	75.6
Rejected, none.		

GIRLS.

M. Irene Squier.....	15	87.1
Lillie A. Issler.....	15	89.7
Hilda Voight.....	14	87.6
Anna G. Cone.....	14	90.2
Bertha S. Boese.....	14	87.1
Lina A. Boese.....	14	81.6
Hattie J. Beach.....	13	85.
Maggie L. Cramer.....	13	85.4
Nellie Fitzgerald.....	13	79.8
Emma L. Broemel.....	14	75.9
Nellie Dilg.....	13	80.1
Tillie Horn.....	15	80.7
Katie Mock.....	12	82.

Names.	Ages.	Per cent.
Ida Samuel.....	13	79.5
Mary Haskin.....	13	82.3
Kate Arnold.....	13	75.3
Lizzie Van Houten.....	15	75.1
Jennie Russell.....	15	78.9

Rejected, 4; average per cent., 71.5.

CENTRAL AVENUE SCHOOL.

BOYS.

Names.	Ages.	Per cent.
Ernest Matthews.....	14	97.7
Miles Sawyer.....	13	91.4
Lewis Wilkinson.....	15	88.7
Nicholas O'Connell.....	16	92.8
Thomas Shirley.....	15	91.2
Henry Schneider.....	14	83.8
George Trivett.....	15	84.1
Harry Winans.....	16	84.5
William Taylor.....	15	81.7
John Shyers.....	15	83.8
George Mapletoft.....	14	82.3
Marcus Canfield.....	15	83.
George Williamson.....	14	75.1
Everett Messler.....	16	84.3
Thomas Batterson.....	15	80.3

Rejected, 1; per cent., 70.6.

GIRLS.

Nellie Sullivan.....	15	89.5
Henrietta Butler.....	13	92.
Minnie Brierly.....	14	91.2
Belle Jeydel.....	13	84.5
Matilda Gay.....	16	85.6

Rejected, 1; per cent., 68.7.

PRIVATE SCHOOLS.

BOYS.

Names.	Ages.	Per cent.
Lewis A. Burgess.....	17	80.8
H. Everding.....	--	75.
George F. Warren.....	--	79.

Rejected, none.

GIRLS.

Martha Conkling.....	16	77.
Ethel Paton.....	15	75.4

COMMENCEMENT EXERCISES OF THE NORMAL SCHOOL.

A large and attentive audience assembled in the Park Theatre, on the evening of June 29, 1881, to enjoy the closing exercises of this school. Although the weather was extremely warm, the exercises were listened to with the closest attention during the entire evening.

I think I can safely say that our Normal School is on longer merely an experiment, but has become an accepted and settled part of our public school system.

Twenty-seven young ladies, having satisfactorily completed the prescribed course, were graduated, with the following order of exercises.

ORDER OF EXERCISES.

MUSIC—"Regimental March," - - - - Orchestra.

PRAYER.

ESSAY—"Must Have," - - - - Lizzie P. Staats

ESSAY—"The Rivers of the Poets," - - - - Laura J. Bennett

INSTRUMENTAL DUET—"Grand Valse Brillante,"

Caroline V. Stephens, Catharine A. Balevre

ESSAY—"The Use of Pictures," - - - - Lydia E. Bailey

RECITATION—"Early Rising," - - - - Florence A. Miller

TRIO CHORUS—"Morning Invitation," - - - - By the Class

REPORT OF THE CLASS OF '81,

By the Dean of the Class, Charlotte W. Dean

MUSIC—"Olivette," selection, - - - - Orchestra.

ESSAY—"Home Ornamentation," - - - - Caroline V. Stephens

RECITATION—"Now," - - - - Caroline A. Holbrook

TRIO—"Fast the Night is Falling,"

Laura J. Bennett, Emma D. Schneider, Bertha Beaty

ESSAY—"The Faces we Meet," - - - - Florence de Z. Patton

ESSAY—"Some Dogs and Their Friends," - - - - Emma D. Schneider

TRIO PART CHORUS, - - - - By the Class

ESSAY—"Influence of Home Ornamentation," - - - - M. Ada Stickney

TRIO CHORUS—"Night," - - - - By the Class

PRESENTATION OF PRIZE FOR BEST ESSAY ON HOME ORNAMENTATION—

Given by Dr. Rand

PRESENTATION OF CLASS FOR GRADUATION—

By William N. Barringer, *City Superintendent*

AWARDING OF DIPLOMAS—By George B. Swain, *President of the Board*

MUSIC—Selection, "Le Petite Duc," - - - - Orchestra.

GRADUATES OF 1881.

Lydia E. Bailey,	Florence A. Miller,
Catharine A. Balevre,	Alice Moore,
Bertha Beaty,	Florence de Z. Patton,
Laura J. Bennett,	Dora B. Rarick,
Sarah E. Bowers,	Annie I. Rodgers,
Charlotte W. Dean,	Ada E. Sargeant,

Ella M. Elston,	Kate A. Scheerer,
Caroline A. Holbrook,	Emma D. Schneider,
Caroline Johnson,	Helen H. Smith,
Agnes Kitchell,	Lizzie P. Staats,
Harriet A. Lovatt,	Carrie V. Stephens,
Emma Millen,	M. Ada Stickney,
Mattie M. Miller.	M. Emma Sturgis,

Anna L. Williams,

The Superintendent presented the class to the President of the Board for graduation, with the following remarks:

Mr. President—It seems but yesterday since we stood here with the first fruits of our daily Normal School; but the year has passed, and we are here again with our sheaves, in this class of twenty-seven young ladies, who have acknowledged your authority, and complied with your wish and direction, in completing the prescribed course for graduation from this institution. In presenting this class, permit me, sir, to say to you and to this large and deeply-interested assembly, that no part of the work under the supervision of the Board you represent is of such vital importance to the general progress of the schools of the city as is that done in this institution, whose second anniversary is commemorated by the exercises of this evening. The work done here, the influence generated in this institution and disseminated from it, is the “leaven hid in the three measures of meal”; it finally “leavens the whole lump.” I need not tell you, sir, nor the people of Newark, so well represented in this audience, that if our schools meet expectation and fulfill their mission, it will be because the teachers are worthy of the positions they occupy. Neither need I tell you and this audience that

the provision for the professional education and practical training of teachers in our city, and, indeed, in our state, is altogether insufficient to supply the wants of our schools. It is with much satisfaction that I feel justified in saying that the scanty and imperfect facilities our Normal School possesses are utilized to their utmost, and in the best possible manner, as is evidenced by this class.

With pleasure, sir, I present these ladies to you, that they may receive at your hands the diplomas to which they are entitled; also your best wishes and the substantial recognition of merit which the Board only can confer.

Young Ladies—Permit me to say to you that you are about to close your connection, as pupils, with our schools. You expect, and, I doubt not, earnestly desire, soon to enter upon the work of teaching, for which you have so long and patiently labored to qualify yourselves. I wish you much success and much happiness; and while I speak these kindly words for your encouragement, I will also, for your guidance, utter a word of warning. Do not deceive yourselves, as so many have, with the delusion that teaching the young, the wayward, the restless child is always an easy and delightful work. While it has much to please, encourage and delight, it has much, very much, to discourage and sadden. No profession calls for more patience, more skill or more endurance. I counsel you then, young ladies, to prepare yourselves for the responsible and arduous duties you are about to assume, by a rigid and persistent course of preparation, based upon a careful and honest self-examination and a thorough study of the nature of the young mind and heart. I further warn you not to commit the fatal, and yet common, error of considering

your preparatory work ended at the hour of your graduation.

Allow me to remind you that chief among the necessary qualifications of the teacher is good health. No calling makes a more exhaustive draft upon physical strength than does teaching. None should enter upon this work without a reasonable prospect of good health. I urge you, then, to guard with unwearied watchfulness this primary and essential condition of happiness and success.

Do not, I further advise you, settle down into a quiet, passive condition, under the belief that, somehow, in some way, by some unseen hand, you will be lifted to that much coveted position, the topmost round of the ladder of success. That desire, in all probability, will never be gratified. The only proper and possible way to that position is by climbing.

I close these remarks with the words I addressed to the class of 1880: "You expect to teach, to influence, to control children; to do this aright, you must know something of them. You must know them as children, with their tendencies, their motives, their influences, their possibilities. You must know them in their hopes and fears, in their pleasures and sorrows. You must know them in the fullness of their childhood nature. Look not, then, upon the child as a restless, wayward, troublesome body; but under the providence of God and your guiding, culturing influences, as a possible possibility in this life."

The President of the Board will now confer upon you the honors of the evening.

The President, Mr Geo. B. Swain, received the class and addressed it as follows:

Young Ladies: One year ago you were presented with your diplomas of graduation from our High School by my predecessor in office, and now you are here to receive at my hands your certificates of graduation from our Normal School. You have not only passed through the course prescribed for our public schools, but you have completed the work required in the Normal School, which is designed to fit you for the most useful and honorable calling of teaching.

I trust you fully realize the importance and the responsibility of the profession you have chosen. If any of you do not, I hope you will do so carefully and fully, and if you feel you are not fully competent and are not willing to assume all the responsibility attaching to a teacher of the young, then I advise you at once to turn your attention to other fields of usefulness which may be open to you. But I trust there are none such in this class. I take it for granted, as I think I am justified in doing, that you have all considered this subject carefully and prayerfully, and I expect you will all meet with the success you deserve and desire. But do not flatter yourselves that as you are about to receive your certificate of graduation and are thereby eligible to the office of teacher in our schools, that you have reached the end of your studies. You must bear in mind that this is only a certificate allowing you to *commence* your work; as you continue you should expect to improve yourselves and improve your work year by year.

In your studies and work, do not forget, while it is necessary you improve the mind, the importance of taking care of the body. To be entirely successful, it is as necessary to have a vigorous physical system as to have a well developed and carefully disciplined mind.

Do not permit yourselves, any of you, to be inferior, determine to excel in your profession, do honor to your schools, credit to your city, keep up with the times, practice what you preach or teach, be good, true women in whatever position you may be placed, be true to your sex, be careful in teaching to inculcate correct, moral principles.

Teach your scholars to be truthful, just and honorable in all things. Ever be proud of your country. Lead your pupils to be patriotic, to love their country and to be true to their government, this being a duty they owe, second only to the duty they owe to their Creator.

The Normal School has demonstrated, not only its usefulness, but its necessity as a part of our Public School system. It is a special school, professional in its character and work. There is always danger that when a school, organized for a special purpose, becomes a part of a general system, it will be thrown out of sympathy and harmony with the general plan of the system. This tendency needs to be carefully guarded. The work of the Normal School is distinctive, its one great purpose is, and always should be, to teach how to teach. If it does not do this it has no excuse for its existence. This is based upon the well-ascertained fact that the possession of knowledge does not necessarily carry with it ability to teach.

The Normal School is a connecting link between the teachers and the pupils. Normal pupils are on the boundary line, as it were, between pupil life and teacher life.

Dr Harris says: "The Normal School can complete the circle only by maintaining its character of a special

school for the training and developing of teaching power. The interdependence between it and the other parts of the school system, if it does this, is perfect and harmonious. The other schools give to it the requisite materials for its pupils, and it, in its turn, sends back to them enthusiasm and power in its graduates for their teachers. A grand unity of purpose, then, runs through the whole system, vivifying every part."

The effect of the regulation of the Board requiring, as a condition of admission, graduation from the High School or its equivalent has been salutary in the highest degree. The number of pupils has been very much reduced, but the scholarship of the class and its opportunities for professional training have been greatly enhanced. The reduction in the number of graduates has relieved the Board from a great pressure to find places for those desiring them. The Committee on Teachers is, under this arrangement, able to appreciate the difference between finding teachers for classes needing them and finding places for applicants needing them.

The attendance during the year was excellent, reaching 96.1 per cent. The spirit of cheerfulness and willingness with which the pupils, without exception, acquiesced in all the requirements of the school was highly commendable. The health of the class, as a whole, was good. Much importance is attached to this necessary qualification of the candidate for the teacher's office. The respect and confidence manifested for and in the principal of the school by the pupils demonstrate alike their appreciation and the eminent worth of the teacher.

The present class numbers 29 pupils, and is promising

in all respects. The wish expressed some two years ago, that the average age of the pupils might be increased, seems to be realized, as this class averages higher than any preceding one.

THE TRAINING SCHOOL.

This school is doing its work with marked success, and with increased satisfaction to its friends. Its peculiar usefulness, in aiding the beginner in the teacher's work, is made more and more manifest every term. The teachers have been untiring in their efforts to make the school a training school in the fullest meaning and scope of that term.

The time of the Normal School pupils has been so distributed that each has an opportunity of testing, under the guidance of experienced teachers, *all the theories and principles* taught in the theoretical department. The one great thing the Superintendent is anxious to ascertain is: Has the Normal pupil any teaching talent? When this is determined, it is not difficult to select and apply the means and methods necessary to develop and improve this talent.

One would hardly suppose it necessary to consume time, at this late day, in showing the importance, if not the necessity, of these professional institutions; yet there are some, and their number is not as small as I desire, who think this whole matter of teaching, as they term it, will take care of itself. "Put the would-be teacher into the school; she will find out, in time, how to teach." Perhaps so, but at what a fearful cost!

The School Commissioner of Rhode Island remarks: "As one reflects upon the work performed by the large proportion of teachers who pass directly from the High

School or academy to the work of teaching, he can but be impressed with the vast amount of pure empiricism which is here represented, and the inevitable friction and waste which must have ensued from their ignorant and unskillful attempts to apply their knowledge in the work of teaching. Indeed, I am inclined to the opinion that a larger percentage of this class make a failure in the business than of even the graduates of the common school. It has been a matter of considerable reflection in my mind, why some of our larger communities did not avail themselves more fully of the opportunities afforded by the normal school; first, for testing the presence or absence of the teaching faculty in their high school graduates, and second, for developing and training those in whom its existence is demonstrated. Such a course would both add to the efficiency of the schools and prove a great boon to the teachers themselves."

The importance of the Training School, as a part of the normal instruction of our teachers, is, I think, realized by many of the members of the Board; and, I doubt not, the school will receive such consideration and support as its relation to the instruction of our schools requires.

Instruction has been given in methods of teaching, and opportunities afforded for practice in teaching all the branches taught in our primary school course. In addition to this, much objective work has been done, miscellaneous exercises given, and conversational and written lessons conducted, which have not only been attractive and interesting, but have produced most excellent results.

The Normal pupils seem to thoroughly appreciate the

great advantages this practice department affords them. They are not only willing to serve the required time, but are anxious to extend it. The unanimous testimony of those who have graduated and entered the work of teaching is that they have been greatly helped by their training practice.

The beneficial influence of the teachers who have gone out from the Normal and Training Schools is very manifest. It is seen and felt in nearly every school.

Rational and consequently better methods of teaching number to beginners have been introduced; the old and irrational method of learning to read by memorizing the alphabet has disappeared; script writing is used almost entirely in the lowest primary grades; geography is taught orally and objectively, beginning with the pupil's immediate neighborhood; and the time devoted to the study of language has been more than doubled. Reading is slowly but surely becoming a practical study, and the correct use of language is receiving, to some extent, at least, the attention its importance demands.

The right of the Training School to be depends entirely upon its professional character. For any other purpose, it has no place in a system of schools. With this object in view, the Board, I have no doubt, will provide it with such facilities and accommodations as will enable it best to fulfill its mission.

EVENING SCHOOLS.

The success of these schools, for the term just brought to a close, has been such as to justify the statement that they form an important element in our system of public instruction. The assertion made in the article on Evening Schools, in the report for 1880, that chief among the evils in these schools was the large number

of young pupils attending them, seems to be fully verified. I find this to be a fact, that, just in proportion as the average age of the pupils increases, the efficiency and value of the school increase.

I cannot state the reasons for this any better than in the words found in the article to which I have referred: "I think these schools are injured, and, in many cases, their usefulness entirely destroyed, by admitting pupils at too young an age. I do not believe that young boys and young girls can receive proper training here. There are many reasons why this is so. If they are not at work during the day, they should be in the day school. If they are employed, it is too much of a tax upon their strength to require them to devote two or three hours to close mental effort after the severe physical labor of the day. It is contrary to their nature. The result is, they are inattentive and restless, and become a disturbing element, consuming the teacher's time and strength, which should be given to the older pupils, whose maturity of body and mind better suits them to this kind of work."

Among the many other hindrances to the progress of these schools, the following have been named: imperfect classification, irregular attendance, short time in session, and the want of age and experience on the part of many of the teachers.

I find that persistent and well-directed effort, while it may not entirely overcome, always lessens the evil. The special efforts of the past three years, to free these institutions from some, at least, of their troubles, have been so far successful as to inspire us with new courage.

The proper distribution of the pupils and the subjects

taught among the teachers is not so difficult a matter as many suppose it to be. Our schools number from six to a dozen classes each. These are easily divided into two sections. This will give from twelve to twenty-four grades in each school. I find that, with the care now taken by the Principal and his assistant, in registering, examining and classifying the pupils, the evening schools are very well graded, and little or no trouble is experienced in finding a proper grade for every pupil.

In regard to the "short time in session," I am fully convinced that extending the term will greatly enhance the value of these schools. I would, therefore, recommend that they be opened October 1, and continued until March 1, a term of five months.

In consequence of the disabled condition of the Morton street building, not all the pupils registered for that school could be accommodated there, and a school of six classes was organized in the Newton street building. It continued prosperous, though the classes fell off somewhat during the last month of the term. I think an evening school should be maintained in this section. There are many here who will avail themselves of its privileges.

The number of pupils registered for the year ending December, 1881, was 1,712. The following table will show the number registered, the average attendance and the per cent. of attendance in each school:

School.	Number Registered.	Average Enrollment.	Average Attendance.	Per cent.
Lafayette Street.....	523	352	252	7.16
Newton Street.....	263	186	130	73.8
Morton Street.....	510	354	271	76.75
Central Avenue.....	416	264	205	77.6

The average nightly attendance in each school for each month is shown in the following table:

School.	Oct.	Nov.	Dec.	Average
Lafayette Street.....	355	238	163	252
Newton Street.....	181	121	88	130
Morton Street.....	320	270	225	271
Central Avenue.....	290	190	135	205

The proposition to establish an Evening Drawing School of an industrial character, for the benefit of those wishing to enter mechanical and industrial pursuits, is still before the Board, and should receive prompt consideration. That such a school should be established, I think all admit. It is no longer a question of its importance; it is a necessity. On pages 77, 78 and 79, of the report for 1880, I have discussed this subject quite fully.

I commend this whole subject of evening school instruction to the careful consideration of the Board.

DRAWING.

The schools are making very commendable progress in this branch. The interest on the part of the pupils is active and growing. The teachers are becoming more familiar with the subject, and consequently better fitted to handle it. The results are very satisfactory. The utility of drawing, as a part of the public school course, is no longer questioned. Its value as an educational force is generally accepted. Its close relation to all industrial education is becoming better understood and appreciated.

One of the most noticeable features in the improvement in this department of our work is the promptness and facility with which the pupils draw. They are able to accomplish nearly double the amount of work, and of better quality, than heretofore. This is the result of better methods of instruction by the teachers, giving more skill, confidence and speed to the pupil.

The importance of clear perception of form and the power to represent it cannot be overestimated. It helps the pupil to see objects and their various relations as nothing else can. It puts into the hands of the teacher a power to teach through illustrations, that cannot be over-valued. The superiority of the teachers who are skillful in the use of the pencil or crayon is so manifest as to attract the attention of the most casual observer. The classes taught by these teachers show their handiwork.

The training and education that the hand, eye and judgment of the pupils have received through the drawing exercises are discernible in almost all of the work of the pupils.

The drawing teacher has made an earnest effort, and with good success, to have the pupils draw with more confidence and more certainty of execution. This has been accomplished by freer and more rapid work. I know it is generally supposed and taught that, to draw well or write well, the pupil must proceed very slowly. This does not seem to follow; slow writers are seldom good writers; that is, if we are governed by the standard of a good business hand.

Prof. Walter S. Perry, teacher of Drawing in the schools of Worcester, says: "Teachers have remarked, 'It does seem that the pupils ought to draw better when

they draw slowly, but they do not!' And why do they not? The reasons are simple. When they work slowly they get their eyes near the paper, hold their pencils tightly, draw a line an inch long or more, and then erase a little; add a little more and erase, and continue drawing and erasing, without thought as to whether the line is in the right place or not. They are so absorbed in making that one line that they lose all sight of the copy and of the form of the figure as a whole."

At the February, 1881, meeting of the Board, the following resolution was adopted:

Resolved, That an exhibition of Drawing of all the classes, from the primary to the Normal School, take place during the present year—the particular time and place to be decided by the President of the Board and the City Superintendent.

In accordance with the foregoing, such exhibition was held in Whitty's Hall, on June 9, 10, 11 and 13. Work was exhibited from every class in every school under the direction of the Board. About 4,000 specimens of work were on exhibition. The arrangement was based on the gradation of the schools. By this means, the development and progress of the work could be traced from the lowest grade in the Primary Department to the highest in the Normal School. This plan proved to be very satisfactory.

The exhibition was eminently a success, and was highly commended. Though the weather, during nearly all of the days of the exhibition, was extremely stormy, yet upward of 12,000 persons visited it.

Much credit is due Miss Fawcett, the teacher of Drawing, the Principals and the class teachers, for their

earnest and untiring efforts in placing before the public the results of the instruction in Drawing in our public schools.

LIBRARIES.

The importance of reading, as a culturing study and as a means of general information, is attracting the attention of educators and the general public. The library has largely fallen into disuse as a means of culture and instruction in the school course. The reason of this, I apprehend, is the intense desire to make the instruction and results of our schools practical. With many, nothing should be taught unless it can return its dollar. We do not sufficiently value the character element in our schemes of education. There is a certain enriching of the mind and heart, a ripening of the entire nature of the individual, that comes through the thought and influence found in the literature and experience of the world, rather than in the exact sciences. It is this that the library, if judiciously selected and wisely used, can help to bring into our school course.

I consider the public library the natural and necessary adjunct to the school. Under this conviction, I have endeavored to awaken among the teachers, pupils and patrons of our schools an active interest in the establishment of such in all our schools. I can say, and with much satisfaction, that these efforts have not been entirely without success. The teachers and the schools have been active and intensely earnest in devising ways and means whereby these libraries could be established and kept supplied with suitable books. Entertainments

have been given, subscriptions solicited; and by these means, considerable sums of money have been realized, which have been invested in library books.

I addressed a circular to the Principals of the schools asking for a statement of the number of volumes in their respective libraries. From these returns, I find there are nearly three thousand books in the libraries of our public schools. These books, so far as I am able to judge, are well selected, carefully taken care of, and largely used by pupils and teachers. I also requested the opinion of the Principals as to the utility and value of these libraries as helps in the school work.

The judgment, without exception, was highly favorable; in some instances, not only an interest, but almost a new life had been awakened.

Eighteen of the schools now have libraries, thirteen of which have been established during the past two years. The amount raised in the school districts since 1878 is \$450. Under the law providing for aid to public school libraries; the State has furnished \$450, making \$900 that has been received and expended for library books in the public schools of our city during the past four years.

If the present interest continues, and I expect it will, the next four years will more than double this sum. I would suggest to our wealthy and public-spirited friends of education, that the establishment and support of libraries for our public schools afford an excellent opportunity for them to express in a substantial manner their appreciation of the cause of education.

I most earnestly urge the teachers, school authorities and the public generally to take a deep and active interest in the establishment and management of these public

school libraries. I have no doubt their aid and influence will be gladly received, and the schools will reap large benefits from their connection with the school course.

EXAMINATIONS.

The subject of examinations as conducted in our educational institutions, with reference to their value in determining the standing of the pupil and the skill and efficiency of the instructor; also the plan or method of conducting them, are now exciting much attention and receiving at the hands of thoughtful educators, careful and critical consideration.

I deem it not at all out of place, in this report, to say a few words bearing upon the province and true office of examinations in the scheme of education and the plan of instruction. A clear and full comprehension of the object to be attained, greatly aids in determining the methods to be pursued.

In some sense, every recitation, every review exercise, is an examination. But this is not the point I now wish to consider. The question before us is the formal written examinations to which our schools are subjected more or less often.

Let us now state some of the objects and uses of the examination.

1. It helps to determine the intellectual condition and progress of the pupil.
2. By thus determining his intellectual condition and progress, it aids in assigning him his rank, and placing him in his proper grade.
3. It discovers the kind and quality of teaching and disciplinary power of the instructor.

4. It largely determines the plan and methods of instruction. The examiner can shape and direct the teaching by the scope and quality of his questions.

5. It is the best, most reliable and most efficient, known means of keeping the teacher within the proper limits of the subjects taught.

6. If rightly managed, it exerts a stimulating and healthful influence upon the pupil, by awakening his interest in the subject and arousing his ambition to secure and hold an honorable place in his class.

The foregoing are by no means all the reasons favoring examinations; they are to my mind, among the leading ones. I do not propose to enter into a lengthy discussion of them, time and the limits of this report forbid that. I present them for the consideration of the thoughtful.

The following may be named as among the prominent objections to written examinations:

1. The teacher and the pupil, instead of laboring for the best and fullest mastery of the subject, prepare for the examination; making it an end rather than a means.

2. They largely destroy the liberty and individuality of the teacher. They are death to all desire and effort in the direction of the discovery and application of new or better methods of instruction.

3. The teacher falls into formulated, routine methods. The examination not only permitting but leading directly to that result.

4. The teacher crams the pupil rather than teaches the subject.

5. The teacher and pupil are kept under a high pressure and nervous strain, to their very great injury.

6. They consume a large amount of time that could be better employed in teaching.

7. They are unreliable, and consequently not just, being made so by the unavoidable presence of many varying and unfavouring circumstances.

The foregoing statement of the objects to be attained by examinations and the objections urged against them sufficiently cover the ground for the purposes of this article.

I do not wish to occupy space, in this report, with extended theories and useless details. I desire, however, to say a word or two in relation to the misapprehension that seems to exist in the minds of some, that examinations are expensive and a waste of time. If of the right kind, properly conducted, at suitable intervals, they are among the most effective means of instruction. Of course, like all keen-edge instruments, they must be used with intelligence and skill, or harm will be done. I consider examinations a necessary element in the carrying forward of the work in a system of graded schools.

The difficulties in the way of a successful application of any plan are numerous, and not easily overcome. Many have been proposed and advocated, tried and laid aside. No plan can fully meet and overcome all objections; all we can hope for in this work, as in all other kinds, is a fair approximation to success.

In order, then, to best attain the end sought for in these examinations, I would recommend the following as a guide in conducting them.

I would have one examination in each term for all the classes, pursuing as nearly as possible, the following plan :

During the last two school weeks of December, in all the grades of the Grammar Department, and the first

grade in the Primary Department in the following subjects.

Grammar Grades: Arithmetic, Grammar, Composition, Geography, History, Writing and Spelling.

First Primary Grade: Arithmetic, Language, Geography and Spelling and Writing.

The questions to be prepared by the City Superintendent, with such help from the Principals as he may desire.

The papers to be examined, and marked by boards of examiners appointed under the direction of the City Superintendent. The work of the boards to be under the special supervision of the Principals.

The second, third and fourth grades, Primary Department, to be examined at the same time in Language, Reading, Writing, Spelling and Arithmetic. The questions to be prepared by the Principals, and the work to be done under the direction of the City Superintendent and the special supervision of the Principals, with the aid of the class teachers.

Reading in all the grades to be examined and rated each term by the Principals.

All the schools to be examined in Drawing during the first week in February, and also during the month of June.

I would hold an examination during the last week of March, of all the grades in all the schools. The Grammar grades in the following subjects: Arithmetic, Language, Geography, History, and Spelling. The subjects to be covered by two question papers—one for Arithmetic and Language, five questions for each subject; one for Geography and History, five questions for each subject. Spelling can be examined at the regular spelling period. The questions to be prepared, and the

papers examined and rated, in the same manner as at the December examination. The Penmanship of the papers to be rated and recorded with the results.

In June of each year, I would hold what should be known as the Annual Examination. This should cover all the subjects taught in all the grades of the schools.

The questions to be prepared under the direction of the City Superintendent and the Committee on Examinations.

This Annual Examination will form the most important part of the basis for determining the graduation and promotion of the pupils, and will therefore be conducted in all particulars with much care.

In all the examinations throughout the year, much must be left to the wisdom and good judgment of the Principals and the class teachers.

DAILY MARKING.

How can the daily record of the work of the pupils be kept, that it shall be fair and just, and can become one of the factors in determining the rank and scholarship of the pupil?

This is a question not difficult to ask, but very difficult to answer satisfactorily to all. I think teachers and thoughtful persons generally will agree with me that it is unwise to unnecessarily surround and hamper the teacher with a multiplicity of details and a system of elaborate and complex machinery. One of the necessities of the teacher is liberty in the use of ways and means. Just how to take an invoice of the intellectual merchandise of the pupil, and make a mathematically accurate record of it, has not yet been found out, though many have sought for it.

There are three ways or methods that seem to find more or less favor among different teachers :

1. Marking the pupil for every answer at every recitation every day, taking the average of these for the week, month or term, as the case may be, to indicate the pupil's standing.

2. Giving reviews, or certain test exercises, at stated times. These to be rated and recorded, and their average taken for the same purpose.

3. Keep no daily or review record, but hold stated written examinations, and upon these alone determine the standing of the pupil and make all promotions and graduations.

Neither of these methods used alone will secure perfect fairness to the pupil and satisfaction to the teacher. I think a judicious and skillful combination of the three may be made, so that a very reliable record may be obtained. This cannot well be done by some one plan or inflexible rule for all to follow in some particular way. The good sense and judgment of the teacher must find a place somewhere in this work of teaching.

I would have the teacher, when the results can be readily obtained, make a daily record of them. If it requires several days, I would take the time, and make the record when the subject was fairly presented and mastered.

I would give frequent and stated reviews or test exercises as a part of the plan of teaching, and record the results of these, with the scholarship record ; with these I would combine the results of the term examinations, which in my judgment will give a fair and just standing to the pupil.

Some teachers complain that they cannot teach and

keep a record at the same time. They assert that they can pass judgment upon the quality of the pupils' work better from their general knowledge of them, their habits of study, recitations, etc., than from any marks or figures set opposite their names from day to day.

This statement loses all its apparent force when we consider that the marks or figures set opposite these names should be the intelligent expression of the judgment of these same teachers concerning these same pupils, which judgment in both cases has the same basis. I can see no valid objection to the practice of indicating by some proper mark or figure, at the close of an exercise, the judgment of the teacher as to the value of such exercise. A judgment should lose none of its value by being recorded when formed.

APPARATUS.

The good work of supplying the schools with the necessary apparatus for illustrative purposes and, to aid in the objective work now so well begun, especially in the primary grades, is progressing steadily.

These instrumentalities are now used with much success in almost every line of work pursued in the schools. While the good effect of their use is very apparent in the classes, stimulating and thoroughly interesting the pupils in the subjects presented to them, it is still more so in the influence upon the teachers, their interest keeping pace with the progress of the pupils.

The primary classes reap the greatest benefit from their use. I expect this good work will go on until we shall reap a large harvest.

The apparatus supplied includes maps, charts, globes,

arithmetical frames, object tables, blocks and forms of great variety ; also many instrumentalities furnished by the teachers. I am sure a reasonable sum expended in this direction will prove a valuable investment. I earnestly urge the Board to be as liberal here as its means will permit.

CONCLUSION.

I believe our schools are in a prosperous condition, I have earnestly endeavored to excite a deeper interest in the work of educating and training the young, and to imbue our teachers with the progressive spirit. In this, I have been most heartily aided and encouraged by the cheerful and well-directed efforts of the teachers. I desire to return to them my warmest thanks.

While something has been done in the past, very much remains for the future. But with well-laid foundations, the experience of the past, and the inspiration of the present, we hope to enter upon this future work with good promise.

I desire to return thanks to the Board for the unanimous support and the uniform kindness it has always extended to me.

Respectfully submitted,

WM. N. BARRINGER,

City Superintendent of Public Schools.

PART III.

Reference and Statistical Tables

FOR THE

YEAR 1881.

THE PUBLIC SCHOOLS

OF THE CITY OF NEWARK;

THEIR LOCATION, WITH THE NAMES, GRADES, AND RESIDENCES OF
THEIR PRESENT TEACHERS.

SPECIAL INSTRUCTORS.

MISS SARA A. FAWCETT,

*Teacher of Drawing in the Public Schools, and Special Instructor in the
Normal and High Schools,*

Residence—27 Clark Street.

CORNELIUS A. MARSHALL,

Instructor in Music in the Normal School and Teachers' Institute,

Residence—110½ Bleecker Street.

NORMAL SCHOOL.

This school is located in the Market Street School building. It holds daily sessions from 9 A. M. to 12 M. and from 1.30 to 3.30 P. M. It is designed for the education and training of teachers for the Public Schools of Newark. In connection with this is a Training School, located in the same building, the object of which is to

afford an opportunity to each Normal pupil to obtain class-room experience under the direction and supervision of competent teachers.

PRINCIPAL.

MISS JANE E. JOHNSON,

Residence—57 Halsey Street.

LECTURES ON THE PHILOSOPHY OF EDUCATION,

By Experienced Educators.

HIGH SCHOOL.

This school is located in the High School building, corner of Washington and Linden streets. The building was erected during the years 1853-54, and the school was opened January 7, 1855. It contains eleven classrooms and one audience room.

FACULTY.

EDMUND O. HOVEY, A. M., PRINCIPAL,

Latin and Natural Science.

Residence—30 Orleans Street.

MALE DEPARTMENT.

JAMES M. QUINLAN, A. M.,

Rhetoric and English Literature.

Residence—23 Bathgate Place.

A. BAXTER MERWIN, A. M.,

Latin and Greek.

Residence—492 Washington Street.

J. LAWRENCE JOHNSON,

Mathematics.

Residence—19 Academy Street.

GEO. C. SONN, A. B.,

Political Economy, Physics, and General History,

Residence—71 Belleville Avenue.

W. C. SANDY,

Commercial Studies,

Residence—58 Halsey Street.

H. J. SCHMITZ,

German,

Residence—48 East Kinney Street.

FEMALE DEPARTMENT.

MISS CLARA WOODWARD GREENE, VICE-PRINCIPAL,

Geometry, Rhetoric, and English Literature,

Residence—22 Centre Street.

MISS LYDIA F. REMICK,

Latin, Astronomy, and Physiology,

Residence—160 Summer Avenue.

MISS B. FLORA CRANE, M. Ph.,

Mathematics,

Residence—148 Washington Street.

MISS ISADORE M. WINANS,

Natural Science and Latin,

Residence—81 Halsey Street.

MISS ARDELIA H. ALLEN,

Mathematics and Natural Sciences,

Residence—57 Halsey Street.

MISS MILLIE A. FORSTER,

Latin and English Branches,

Residence—125 Pennsylvania Avenue.

MISS ANNIE L. TICHENOR,

Latin and English Branches,

Residence—53 New Street.

MISS MARY B. WHITON, A. B.,

Latin and English Branches,

Residence—22 Centre Street.

Richard White, Janitor.

Residence—118 Academy Street.

BURNET STREET SCHOOL.

This school is located in the Public School house on Burnet street, First Ward. The building was erected in 1868-69, and contains fourteen class-rooms.

For (G), (B), and (M) in the following Tables read Girls, Boys and Mixed Classes.

WILLIAM A. BRECKENRIDGE, Principal, 577 Broad Street.

GRAMMAR DEPARTMENT.

Esther J. Crosby.....Vice-Principal. 35 Burnet street.

Sarah J. Reeve.....Assistant, (G) - 138 Garside st.

Virginia R. Reeve.....	Assistant, (B) -	89 New street.
Kate E. Price.....	“ (G) -	303 Belleville ave.
Fanny Taylor.....	“ (B) -	103 New street.
Harriet M. Moores.....	“ (G) -	39 Clay street.
Lillie E. R. Cairns.....	“ (B) -	148 Orange st.

PRIMARY DEPARTMENT.

Minnie D. Camden.....	Vice-Principal.	236 High street.
Katharine Cottrell.....	Assistant, -----	81 Broad street.
Fannie M. White.....	“ -----	24 Franklin st.
M. Lizzie Kerns.....	“ -----	21 Halsey st.
Sara E. Merry.....	“ -----	7 Centre st.
Jennie Summers.....	“ -----	98 Lock street.
Joseph Glass, Janitor, 250 High street.		

STATE STREET PRIMARY SCHOOL.

This school is located in the Public School house on State street, near Broad. The building contains six class-rooms. This school was organized September, 1874, mainly to relieve the Webster Street School.

ELIZA A. BROOKFIELD, Principal, 100 Central avenue.

Eva Myer.....	Assistant, -----	8 State street.
Harriet K. Jenkinson....	“ -----	24 Baldwin st.
Sarah A. B. Brookfield...	“ -----	100 Central ave.
Susie B. Conover.....	“ -----	45 Division pl.
Katharina B. Davies.....	“ -----	170 North 7th st.
Laura E. Smith.....	“ -----	273 Norfolk st.

Mrs. Elizabeth Koch, Janitress, 418 Broad street.

JAMES STREET INDUSTRIAL SCHOOL.

This school is located in a two-story frame building at No. 8 James street, First Ward. The building contains three class-rooms.

MRS. CATHARINE B. CORY, Principal, 51 Bleecker street.

Mrs. Anna A. Barringer--Assistant, ----- 36 Halsey st.

Harriet P. Axtell----- " ----- 7 Orleans st.

MARKET STREET PRIMARY SCHOOL.

This school is located in the Public School house in Market street, opposite the Court House, Second Ward. The building contains eight class-rooms.

CHARLOTTE A. GENUNG, Acting Principal, 120 Central ave.

M. Louisa Vreeland-----Assistant, ----- 78 Clinton st.

Marcella V. Gillin----- " ----- 307 Wash'ton st.

M. Augusta Sweasy----- " ----- 122 Wickliffe st.

A. Kate Scheerer----- " ----- 20 Linden st.

Jacob J. Hawk, Janitor, 17 Plum street.

WASHINGTON STREET SCHOOL.

This school is located in the Public School house on Washington street, near Kinney, Third Ward. The building was erected in 1868, and contains fifteen class-rooms.

BENJAMIN C. GREGORY, Principal, 577 Broad street.

GRAMMAR DEPARTMENT.

Juliette P. Bradshaw.....	Vice-Principal	139 W. Kinney st.
Jane E. Allen.....	Assistant, (B)--	39 Franklin st.
Mary F. Bruen.....	" (G)	84 Green st.
Mary L. Moran.....	" (B)--	917 Broad st.
Mrs. H. M. Willis.....	" (G)--	East Orange.
Minnie J. Lawrence.....	" (B)--	139 Wash'n st.
Annie M. Force.....	" (G)--	139½ Wash'n st.

PRIMARY DEPARTMENT.

Emma J. Smith.....	Vice Principal	18 Franklin st.
Annie C. Day.....	Assistant	28 Parkhurst st.
Nellie B. Thompson.....	"	102 Penna. ave.
Margaret A. McNabb ----	"	34 Mulberry pl.
G. Estelle Ross.....	"	72 South st.
Ida E. Rodrigo.....	"	81 Court st.
Elizabeth M. Stringer.....	"	25 Parkhurst st.
Ada E. Sargeant.....	"	277 Broad st.

James Cozine, Janitor, 34 Coe's place.

LAWRENCE STREET SCHOOL.

This school is located in the Public School house on Lawrence street, foot of Clinton, Fourth Ward. The building was erected in 1872-3, and contains twelve class-rooms. It was opened for the admission of pupils, September 1, 1873.

WILLIAM M. GIFFIN, Principal, 264 South 6th street.

GRAMMAR DEPARTMENT.

Phebe Hancock.....	Vice-Principal	40 Columbia st.
M. Elizabeth Hall.....	Assistant, (B)	122 Congress st.
Eliza H. Pierson.....	"	(B)--899 Broad st.
Emma A. Campfield.....	"	(G)--101 Wright st.
Elizabeth J. Walker.....	"	(G)--40 Franklin st.
Isabel M. Gore.....	"	(B)--110 Third ave.

PRIMARY DEPARTMENT.

Kate H. Belcher.....	Vice-Principal	Irvington.
Emily Cameron.....	Assistant	19 Webster st.
Sarah E. Queman.....	"	139 Jefferson st.
Cornelia L. Alyea.....	"	41 Hamilton st.
Margaret D. Conover.....	"	45 Division pl.
Sarah M. Baker.....	"	396 Market st.

David Morrow, Janitor, 11 Lawrence street.

COMMERCE STREET PRIMARY SCHOOL.

This school is located in the Public School house on Commerce street, Fourth Ward. The building, which was unoccupied for several years, has been recently repaired. It contains six rooms; those on the first floor are used for a court and the furnace.

WILLIAM M. GIFFIN, Principal, 264 South 6th street.

Elizabeth H. Belcher.....	Head Assistant	Irvington.
Fanny L. Buchanan.....	Assistant	37 Centre st.
Mary E. Tyler.....	"	Cor. Fourth and Summer aves.

David Morrow, Janitor, 11 Lawrence street.

COLORED SCHOOL.

This school is located in the Commerce Street Public Colored School house, Fourth Ward. The building contains four class-rooms, one unoccupied.

JAMES M. BAXTER, Principal, 89 Wright street.

Marcia L. King-----Assistant ----- 70 Warren st.

Harriet A. King----- " ----- 70 Warren st.

Mrs. Miriam Lowery, Janitress, 22 Division place.

LAFAYETTE STREET SCHOOL.

This school is located in the Public School house, corner of Lafayette and Prospect streets, Fifth Ward. The building was erected in 1848-9, and was enlarged in 1863, again in 1870-71, and again in 1881. It contains fifteen class-rooms.

JOSEPH CLARK, Principal, 48 East Kinney street.

GRAMMAR DEPARTMENT.

Eva Chase-----Vice-Principal - 1 Sherman ave.

Mary J. Moorhouse-----Head Assistant, 899 Broad st.

Lizzie S. Thomson-----Assistant, (B)--281 High st.

Lydia A. Mills----- " (G)--211 Walnut st.

Elizabeth L. Thompson-- " (B)-- 48 E. Kinney st.

Lizzie Ellyn----- " (G)-- 38 S. 11th st.

PRIMARY DEPARTMENT.

Dora A. Stites-----Vice-Principal - 101 Jefferson st.

Ida A. Vinson-----Assistant ----- 20 Penning'n st.

Sarah J. Ward----- " ----- 99 Walnut st.

Irene M. Buttle----- " ----- 50 Liberty st.

Belle S. Stites.....	Assistant	101 Jefferson st.
Georgiana H. Egbert	"	316 Mulberry st.
Mary F. Bird.....	"	113 Bruen st.

Thomas Talent, Janitor, 60 Jefferson street.

NEWTON STREET SCHOOL.

This school is located in the Public School house on Newton street, Sixth Ward. The building is of brick, three stories high. Two additions have been made to the original building. It was completed in its present condition in September, 1873, and contains seventeen class-rooms.

CLARENCE E. MELENEY, A.M., Principal, 34 Richmond st.

INTERMEDIATE DEPARTMENT.

Mrs. Fanny W. Smith....	Vice-Principal	122 Wickliffe st.
Ann E. Sayre.....	Assistant, (M)	370 Bank st.
Anna A. Baldwin.....	" (M)	27 Bathgate pl.
Rebecca McClure.....	" (M)	117 Wickliffe st.

PRIMARY DEPARTMENT.

Emma L. Hutchings....	Vice-Principal	356 Bank st.
Julia N. Layton.....	Assistant	66 Sherman ave.
Mrs. Georgie B. Crater....	"	292 Halsey st.
Laura B. Sayre.....	"	38 Wallace pl.
M. Alice Riker.....	"	18 Penning'n st.
M. Ella Miller.....	"	58 S. Orange av.
Lucetta H. Harlow.....	"	191 Academy st.
Annie M Howard.....	"	23 S. Orange av.
Annie M. Cramer.....	Head Assistant,	23 Milton st.

Lucy G. Duncan.....	Assistant	19 Pacific st.
Martha J. Sayre.....	“	370 Bank st.
Eliza A. Baldwin.....	“	46 Bank st.
Lizzie P. Staats.....	“	63 Newton st.
Ella R. Gegenheimer.....	“	279 Broome st.
Thomas H. Duffy, Janitor, 105 14th avenue.		

SOUTH TENTH STREET PRIMARY SCHOOL.

This school is located in the Public School house, corner of South Tenth and Blum streets, Sixth Ward, and was opened for the admission of pupils, January 2, 1871. The house was originally of wood, two stories high, and contained six class-rooms, but in the summer of 1879 a brick addition was erected, which increased its accommodations to eight class-rooms.

STEPHEN S. DAY, Principal, 320 South Orange avenue.

Alice M. Fletcher.....	Head Assistant, 183 Fairm't ave.
Sarah B. Scarlett.....	Assistant,
Josephine H. Wood.....	“
Jennie M. Eyles.....	“
Emma C. Gemar.....	“
Grace H. Riker.....	“
Bella Drake.....	“
M. Anna Lutz.....	“

Nicholas Morgenstern, Janitor, 547 South Tenth street.

WICKLIFFE STREET PRIMARY SCHOOL.

This school is located in the Public School house, corner of Wickliffe and School streets, Seventh Ward, and was opened September 1st, 1873. The building contains six class-rooms.

MARY A. MERSHON, Principal, 181 Fairmount avenue.

Margaret C. Kelly.....	Assistant,	102 Sheffield st.
Flora E. Smalley.....	"	279 Norfolk st.
Mary S. Pond.....	"	104 Court street.
Mary A. Young.....	"	295 E. Kinney st.
Elizabeth Anthony.....	"	28 Webster st.
Lottie H. Heeley.....	"	17 Milton st.

Mrs. Elizabeth Walsh, Janitress, rear of school.

WEBSTER STREET SCHOOL.

This school is located in the Public School house, corner of Crane and Webster streets, Eighth Ward, The building was erected in 1855-56, and contains twelve class-rooms.

JOSEPH A. HALLOCK, Principal, 59 Taylor street.

GRAMMAR DEPARTMENT.

David Maclure.....	Vice-Principal, 32 Rowland st.
Mrs. Martha S. Willis.....	Assistant, (B)-- 13 Taylor st.
Emilie M. Kempf.....	" (B)-- 114 Sheffield st.
Eliza Murphy.....	Head Assistant, 13 Taylor st.
Anna L. Garrabrant.....	Assistant, (G)-- 1 Garrabr't pl.
Sarah M. Gould.....	" (G)-- 110½ Summer av.

PRIMARY DEPARTMENT.

Annie E. Curtis.....	Vice-Principal, East Orange.
Jessie B. Mikels.....	Assistant, 112½ Summer av.
M. Fannie Brackin.....	“ 22 Mt. Prosp't av.
Sarah J. Sloan.....	“ 36 Belleville av.
Mary Strieby.....	“ 577 Broad street.
Myra W. Adams.....	“ Woodside ave.

William Freeman, Janitor, 38 Belleville avenue.

SUMMER AVENUE PRIMARY SCHOOL.

This school is located in a two-story frame building, leased for the purpose, and is situated at the corner of Summer avenue and Kearney street, Eighth Ward. It contains two class-rooms, and was opened for the admission of pupils, as a branch of the Webster Street School, November 19, 1877.

JOSEPH A. HALLOCK, Principal, 59 Taylor street.

Mary A. Baldwin.....Head Assistant, 65 Columbia st.

Juliet Dettmer.....Assistant, ----- 15 Seventh ave.

Mrs. Mary Bennett, Janitress, 163 Garside street.

ELLIOTT STREET PRIMARY SCHOOL.

This school is located in the Public School building, corner of Elliott street and Summer avenue, Eighth Ward. An entirely new building was erected during the year 1881. It contains four class-rooms.

MRS. CAROLINE A. HALLOCK, Principal, 59 Taylor street.

Lucy M. Freer.....Assistant, ----- 50 Broad street.

M. Gussie Ward.....“-----103 Central ave.

Lucy A. Richards.....“----- 21 Taylor st.

Godfried Beeber, Janitor, 286 Woodside avenue.

CHESTNUT STREET SCHOOL.

This school is located in the Public School house on Chestnut street, Ninth Ward. The building was erected in 1859-60, and was enlarged in 1870. It contains sixteen class-rooms.

FRANCIS N. TORREY, Principal, 14 Camp street.

GRAMMAR DEPARTMENT.

Louisa M. Mundy.....	Vice-Principal,	54 Howard st.
Sarah N. Branum.....	Assistant, (B)--	82 Court street.
Agnes Bell Green.....	" (B)--	58 New street.
Anna M. Sanford.....	" (B)--	29 New street.
Mary A. Hennion.....	Head Assistant,	38 Columbia st.
Emma F. Sipp.....	Assistant, (G)--	388 Market st.
M. Ida Johnson.....	" (G)--	88 Wright st.
M. Caroline Keene.....	" (G)--	302 Wash'ton st.
Cornelia A. Van Nortwick	" (M)--	173 Quitman st.

PRIMARY DEPARTMENT.

Annie M. Miller.....	Vice-Principal,	164 Orchard st.
Mary J. Kilburn.....	Assistant, -----	98 Jefferson st.
Jennie F. Delano.....	" -----	80 Thomas st.
Ida F. Kinsey.....	" -----	33 Centre st.
Marion Richardson.....	" -----	61 Miller street.
Emma E. Beardsley.....	" -----	36 Franklin st.
Helen L. Tuttle.....	" -----	33 Columbia st.
Sampson Simmons, Janitor, 45 Arlington street.		

OLIVER STREET SCHOOL.

This school is located in the Public School house on Oliver street, near Pacific, Tenth Ward. The building was erected in 1869, and contains fourteen class-rooms.

EDWIN SHEPARD, Principal, 77 Court street.

GRAMMAR DEPARTMENT.

Susie Steele.....	Vice-Principal,	30 Baldwin st.
Sarah E. Beam.....	Assistant, (B)--	23 Warwick st.
M. Melissa Harrison.....	" (B)--	350 Halsey st.

Fannie Steele	Assistant, (G) ..	30 Baldwin st.
Hattie J. Clark	" (B) ..	181 Walnut st.
Emma Finter	" (G) ..	108 Congress st.
Ida M. Hatcher	" (B) ..	77 Congress st.
M. Henrietta Price	" (G) ..	27 Pacific st.

PRIMARY DEPARTMENT.

Annie E. Harrison	Vice-Principal,	33 Nichols st.
Annie O. Hoppaugh	Assistant,	147 Elm street.
M. Adelaide Healy	"	70 Brunswick st.
Kate Roche	"	39 Chestnut st.
Ruth L. Hampson	"	78 Monmouth st.
Emma Hobbis	"	210 Elm street.

Charles M. Tompkins, Janitor, 124½ Pacific street.

GARDEN STREET PRIMARY SCHOOL.

This school is located in a building rented for the purpose, situated on Garden street, near Pacific, and was opened January 2d, 1882. It contains one classroom and was established to relieve the pressure on the Oliver Street Primary School.

EDWIN SHEPARD, Principal, 77 Court street.

Hannah Moore Assistant, | 118 Miller street. |

Mary Dunn, Janitress, in the building.

WALNUT STREET PRIMARY SCHOOL.

This school is located in the Public School building on Walnut street, Tenth Ward. It was erected in 1862, and remodeled in 1877. It contains eight class-rooms.

THOMAS T. COLLARD, Principal, 158 Orchard street.

Carrie C. Hutchings.....	Head Assistant, 58 Hamilton st.
Eliza J. Ross.....	Assistant, ----- 72 South street.
Ida L. Williams.....	“ ----- 167 Walnut st.
Laura C. Delano.....	“ ----- 58 New street.
Charlotte M. Holbrook---	“ ----- 34 Park Street.
M. Eliza Whitfield.....	“ ----- 106 Penning'n st.
Abbie J. Hoppaugh.....	“ ----- 147 Elm street.
Mattie M. Miller.....	“ ----- 30 Elm street.
William Hunt, Janitor, 214 Elm Street.	

HOUSTON STREET PRIMARY SCHOOL.

This school is located in the Public School building, on a plot of ground leased for the purpose, on Houston street, Tenth Ward. It was erected in 1879, and contains two class-rooms.

THOMAS T. COLLARD, Principal, 158 Orchard street.

Margaret R. Riley.....	Head Assistant, 100 Pacific st.
Annie L. Williams.....	Assistant, ----- 144 Congress st.
William A. Cherry, Janitor, 65 Napoleon street.	

THOMAS STREET PRIMARY SCHOOL.

This school is located in a chapel, leased for the purpose, on Thomas street, Tenth Ward. The building contains three class-rooms, and was opened for the admission of pupils, January 3d, 1876.

EUNICE A. McLEOD, Principal, 98½ Green street.

Mary D. Kirkpatrick.....Assistant, ----- 58 New York av.

Mary M. Parker....." -----405 Halsey st.

Mrs. Louisa Seeburger, Janitress, 159 Thomas street.

SOUTH EIGHTH STREET SCHOOL.

This school is located in the Public School house on South Eighth street, near Central avenue, Eleventh Ward. The building was erected in 1872-73, and contains twelve class-rooms.

AUGUSTUS SCARLETT, Principal, 38 South Eleventh street.

GRAMMAR DEPARTMENT.

Mary A. Dougall.....Vice-Principal -360 Bank street.

Martha J. Coursen.....Assistant, (M)-- 38 Fulton st.

Alvia C. Adams (M)--147 Third st.

Agnes Young....." (M)--100 N. Seventh st.

Ida M. Pfeifer....." (M)--503 Warren st.

Sarah G. A. Taylor (M)--355 Wash'n st.

PRIMARY DEPARTMENT.

Anna C. DunnellVice-Principal -307 Wash'n st.

Laura F. RyersonAssistant ----- 14 John st.

Elizabeth Wyckoff " ----- 27 Clark st.

Frances V. Gould....." -----547 Orange st.

Emma Millen....." ----- 99 Bergen st.

Annie S. Burgyes " ----- 21 Bathgate pl.

Marcella Crane " ----- 226 N. Sixth st.

Elias M. Baldwin, Janitor, 69 South Eighth street.

NORTH SEVENTH STREET PRIMARY SCHOOL.

This school is located in the Public School building on North Seventh Street, near Fifth avenue, Eleventh Ward. The building was removed from Roseville avenue to this place, and the school was opened September 6, 1874. The upper floor contains three class-rooms, which are occupied, the lower floor being used as a court and general exercise room.

MARY WORLD, Principal, 108 Pennsylvania avenue.

Mary A. McNeill.....Assistant 242 Roseville av.

Lucasta C. Baldwin..... " 37 Myrtle ave.

Isaac D. Van Ness, Janitor, 124 Sixth street.

SOUTH MARKET STREET SCHOOL.

This school is located in the Public School house, corner of South Market and Mott streets, Twelfth Ward. The building was erected in 1855-6, and opened for the admission of pupils May 4, 1857. It contains twelve rooms.

WM. P. B. URICK, Principal, 244 Lafayette street.

GRAMMAR DEPARTMENT.

Mary Lawrence.....Vice-Principal .. 43 Nichols st.

Mary E. Ward.....Assistant, (M) .. 12 Plane st.

Lizzie Leffingwell..... " (M)-- 38 Jefferson st.

Elizabeth A. Lennon..... " (M)-- 53 Jefferson st.

PRIMARY DEPARTMENT.

Alice E. Johnson	Vice-Principal,	69 Adams st.
Marietta Righter	Assistant,	208 Walnut st.
Harriet W. Mullison	"	211 Walnut st.
Emily Boughner	"	287 Walnut st.
Bertha Beaty	"	167 Walnut st.
Mary A. O'Rourke	"	98 Wash'n st.
Antonia V. Roeser	"	121½ Com'erce st.
Caroline A. F. Holbrook	"	34 Park st.
Michael Clark, Janitor, 632 Market st.		

HAMBURG PLACE PRIMARY SCHOOL.

This school is located in the Public School house, on Hamburg place near its junction with Ferry street, Twelfth Ward. The building was erected in 1881-2 and opened for the admission of pupils April 10, 1882, at which time the classes of the Wall Street School were transferred to this school. It contains four class-rooms on the first story (the second story is unfinished), and one class-room in the court.

WM. P. B. URICK, Principal, 244 Lafayette street.

Emma F. Baldwin	Vice-Principal,	23 Warwick st.
Agnes B. Clark	Assistant,	181 Walnut st.
Jennie A. Gemar	"	East Orange.
Margaret A. Bogan	"	69 Prospect st.
Charles O. Weckermann, Janitor, 42 Wall st.		

CLOVER STREET INDUSTRIAL SCHOOL.

This school is located in a two-story frame building, leased for the purpose, situated on Clover street, Twelfth Ward. It was opened in February, 1872, and contains two class-rooms.

EMMA L. DeCAMP, Principal, 118 Wickliffe street.

Caroline J. Kent.....Assistant,.....102 Ridgew'd av.

MORTON STREET SCHOOL.

This school is located in the Public School house, corner of Morton and Broome streets, Thirteenth Ward. The building was erected in 1851; enlarged by the addition of four Primary School rooms in 1861; again in 1869 by the addition of six class-rooms on the front; and again in 1881 by the completion of the third story, which provides an assembly-room and two additional class-rooms. It contains nineteen class-rooms.

JOSEPH E. HAYNES, Principal, 433 Plane street.

GRAMMAR DEPARTMENT.

M. Eliza SearsVice-Principal, - 68 Court street.

Maria L. Spinning.....Assistant, (M)-- 33 Franklin st.

Lydia W. Hand....." (M)--18th st., n. 19th av.

Mary A. Hinman....." (M)--315 Mulberry st.

Fannie Aschenbach....." (M)-- 23 West st.

Louise Chedister....." (M)--209 Mulberry st.

Elizabeth V. Brant....." (M)-- 23 Arch st.

Mary F. MillerHead Assistant, 137 Bank st.

PRIMARY DEPARTMENT.

Delia M. Spinning.....	Vice-Principal, -	33 Franklin st.
Linda M. Geraghty	Assistant,	114 New st.
Isabella G. Grover.....	"	97 Court st.
Alice I. Johnson	"	104 13th ave.
Emma A. Issler.....	"	124 Wickliffe st.
Jennie C. Ritchie	"	247 Norfolk st.
Lizzie Cation	"	54 Orchard st.
Susie Haines Coe.....	"	103 Court st.
Catharine A. Balevre.....	"	79 Walnut st.
Louise H. Glorieux.....	"	81 Montgo'ry st.
Ada Stickney.....	"	65 S. Orange av.
James Simms, Janitor, 152 Howard street.		

EIGHTEENTH AVENUE SCHOOL.

This school is located in the Public School building on Eighteenth avenue, between Boyd and Livingston streets, Thirteenth Ward. The building was opened for the admission of pupils, September, 1871, and contains fifteen rooms.

J. WARD SMITH, Principal, Ridgewood avenue.

INTERMEDIATE DEPARTMENT.

Mrs. C. L. D. Smith	Vice-Principal, -	Ridgewood ave.
Margaret Baird	Assistant, (M) ..	102 Sherman ave.

PRIMARY DEPARTMENT.

Emma F. Woodward	Assistant,	490 Wash'ton st.
Agnes A. Wood	"	94 Wright st.
Emma E. Ortland.....	"	43 West st.
Adelaide Peck	"	122 Brunswick st.
Matilda J. Speer	"	45 Astor st.

M. Jennie Morris.....	Head Assistant, 234 Peshine ave.
Margaret A. Day.....	Assistant, 28 Parkhurst st.
Margaret A. Rasch	" 167 Boyd st.
S. Eveline Durand.....	" 424 Wash'ton st.
Caroline A. Ingalsbe.....	" 294 Mulberry st.
Elizabeth Moore.....	" 132 Penna. ave.
Harriet E. Ball.....	" 15 Milton st.
E. Jennie Peer	" 127 Arlington st.
Christian Tasche, Janitor, 295 West Kinney street.	

MILLER STREET PRIMARY SCHOOL.

This school is located in the Public School house on Miller street, near Sherman avenue, Fourteenth Ward. It was erected in 1880-1, and contains four class-rooms on the first floor (the second floor is not completed) and one on the ground floor. It was opened for the admission of pupils June 1, 1881, at which time the classes in the Elizabeth avenue building were transferred to this school.

S. FANNIE CARTER, Principal, 22 Webster street.

Mary E. Romaine.....	Assistant, 10 Orchard st.
Minnie L. Umbach	" 71 Emmett st.
Carrie E. Morehouse.....	" 70 Murray st.

Theodore Williams, Janitor, 63 Miller street.

CENTRAL AVENUE SCHOOL.

This school is located in the Public School house on Central avenue, near Newark street, Fifteenth Ward. It was erected in 1871-2, and contains fourteen class-rooms.

GEORGE O. F. TAYLOR, Principal, 32 Richmond st.

GRAMMAR DEPARTMENT.

Maria E. Morgan	Vice-Principal, ..	122 Sixth st.
Belle Lambson	Assistant, (M) ..	52 Bank st.
Laura V. Garabrant	" (M) ..	13 Plum st.
M. Ida Dean	" (M) ..	39 Wilsey st.
Margaret Hollum	" (M) ..	175 James st.

PRIMARY DEPARTMENT.

Agnes K. Lambson	Vice-Principal, ..	52 Bank street.
Esther F. Hedden	Assistant,	77 Burnet st.
Adelaide D. Miller	"	137 Bank st.
Sarah A. Avery	"	122 Halsey st.
Jennie B. Canfield	"	243 Central ave.
M. Emma Reeve	"	11 Linden st.
Josephine W. Morton	"	22 E. Kinney st.
Ida L. Redman	"	48 First street.

Thomas Johnson, Janitor, 66 Newark street.

LOCK STREET PRIMARY SCHOOL.

This school is located in the Public School house on Lock street, Fifteenth Ward. It contains four large class-rooms.

GEORGE O. F. TAYLOR, Principal, 32 Richmond street.

Mrs. M. Augusta Gillott ..	Head Assistant, 30 Lemon st.
C. Belle Burnett	Assistant,
Ida M. Ranke	"
Ida J. Bush	"

Mrs. Annie Hau, Janitress, 13 Lock street.

SCHEDULE OF TEACHERS' SALARIES.

GRADE.	1st Year.	2d Year.	3d Year	4th Year	Max- imum.
NORMAL SCHOOL.					
Principal—Female					\$1,000
Musical Director in Normal School and Teachers' Institute					250
HIGH SCHOOL.					
Principal—Male					2,000
First Assistant—Male	\$1,200				1,300
Second " "	1,000				1,100
Vice-Principal—Female					1,200
First Assistant " "	800				850
Second " "	700				750
Third " "	600				650
GRAMMAR SCHOOLS.					
Principal—Male	1,500	\$1,600			1,700
Vice-Principal—Male	800	900			1,000
" " Female	700	750			800
Head Assistant— "	600				650
Assistant—Male Dep't—Female	450	500			550
" Female " "	400	450			500
" Mixed " "	425	475			525
INTERMEDIATE SCHOOLS.					
Principal—Male	1,150	1,250			1,350
Vice-Principal—Female	550	600			650
Assistant—Gram'ar Grade—Female	Same as	in Gram	mar	Sch.	
" Primary " "	"	Prim	ary	"	
PRIMARY SCHOOLS.					
Principal—Male	850	950			1,050
" Female	600	650			700
Vice-Principal—Female	550	600			650
Head Assistant—Female	450	500			550
Assistant—Female	300	325	\$400	\$450	500
Temporary Assistant—Female*	3 mos.	\$20, 3 at	\$25	4 at	\$30.
TRAINING SCHOOL.					
Principal	1,150	1,250			1,350
Assistant—Female	450	500			550
INDUSTRIAL SCHOOLS.					
Principal—Female	450	500			550
Assistant— "	Same as	in Prim	ary	Sch.	
COLORED SCHOOL.					
Principal—Male					1,000
Assistant— Female	300	325			400
EVENING SCHOOLS.					
Principal—Male	\$40 per month.				
Assistant— "	30 "	"			
" Female	25 "	"			

*Assistants in Primary Schools must serve one year as temporary or probationary teachers, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

BASIS OF DEDUCTION OF TEACHERS' SALARIES.

1. Teachers temporarily absent on account of sickness, whenever such absence does not exceed five days in any one month, shall forfeit the prescribed pay of a substitute. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall be deducted for the excess, and the Secretary shall pay the substitute as required.

2. Teachers absent from other causes than sickness shall forfeit their salary during the time of absence.

3. Teachers absent from Teachers' Monthly Institute, if sick, shall forfeit the price of a substitute for one-half day; if not sick, one-half day's full salary shall be deducted.

4. For every five times tardy the teacher shall forfeit one-half day's salary.

5. A teacher is tardy if not present in the class-room fifteen minutes before the opening of the session.

All time lost after the expiration of the fifteen minutes is to be reported as absence, and every two and one-half hours' absence shall forfeit one-half day's salary.

6. A Principal is late if not present on the school premises prepared for school work, in accordance with the rule for class teachers. Principals and class teachers leaving school during school hours, for any cause, will mark themselves as absent, and the occasion of such absence shall be marked upon the record, but if absent on legitimate school duty, such absence need not be reported for record in the Annual Report of the Board of Education.

SCHEDULE OF JANITORS' SALARIES.

June 1st, 1882.

Morton street school.....		\$55 00 per month.
High School, Burnet street, Wash- ington street, Lawrence street, Lafayette street, Newton street, Webster street, Chestnut street, Oliver street, South Eighth street, South Market street, Eighteenth avenue and Central avenue schools.....	each	50 00 “
Market street, South Tenth street and Walnut street schools	“	40 00 “
State street, Wickliffe street, Elliott street, North Seventh street, Hamburg place and Miller street schools.....	“	35 00 “
Commerce street and Lock street schools.....	“	25 00 “
Colored school, Summer avenue, Thomas street and Houston street schools.....	“	20 00 “
Garden street school		15 00 “

One dollar and fifty cents per month extra for each class-room occupied during evening school—no other extra.

Janitors to furnish all brooms, dusters, dust-pans, etc., necessary for scrubbing, sweeping and dusting school-rooms, at their own expense.

For Janitors' Duties, see Regulations of the Board.

ORDER OF EXERCISES OF THE PUBLIC SCHOOLS OF THE CITY OF NEWARK.

The Public Schools of the city of Newark shall be opened and closed at the times specified in the Regulations of the Board of Education.

The daily morning session of all the Public Schools which assemble during the day shall be opened, and the evening session of the Public Evening Schools shall be closed, with the reading of a portion of the Holy Scriptures, without note or comment, and the repeating of the Lord's Prayer. Exercises in vocal music may take place at the opening and closing of the school, and together such exercises shall occupy no more than fifteen minutes.

No pupil in any Primary School or fourth grade Grammar School shall be required to learn *any* lesson out of school, and no pupil above the fourth grade Grammar School or in the High School shall be required to learn more than one lesson each day out of school hours, nor shall any pupil be allowed to take from any school building any books, slates, maps, etc., except such as may be necessary for the purposes before mentioned.

A table of the daily exercises of the several classes in each of the Public Schools, and the time allotted to each exercise, arranged in conformity to the Manual of Instruction, shall be prepared by the Principal of each school, in concurrence with the City Superintendent of Public Schools, and shall be strictly observed by the teachers. Each Principal shall furnish the City Superintendent with a copy of this table.

MANUAL OF INSTRUCTION—PRIMARY DEPARTMENT.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY	DRAWING.	ORAL LESSONS.	WRITING.
Fourth.	The Cards complete and begin the Primer; Phonetic exercises.	Count by 1s, 2s, and 3s, to 100; make all the figures correctly; Numeration, 1st period.		Cards No. 1.	Home, Food, Clothing, Shelter, Source of Happiness. School { What can be seen. Animals, domestic; days of the week, months of the year, time on the clock-face.	Printing on slate.
Third.	Finish Primer and 1st Reader; spell all the words; Phonetic exercises and Spelling.	Count by 4s, 5s, and 6s, to 100; complete Addition and begin Subtraction; Numeration, 2d period.		Cards No. 2.	Objects at home and school; parts of the human body; distance, direction, time continued; form, size, color, illustrated by objects.	Writing on slate; writing name of the pupil
Second.	2d Reader; spell all the words; Phonetic exercises and Spelling.	Multiplication table thoroughly learned; count by 7s, 8s, and 9s, to 100; exercises in Addition, Subtraction, Multiplication, and Short Division.	Oral Lessons.	Cards No. 3.	Trees, plants and flowers; qualities; form, size and color; human body, senses; tables of weights and measures; laws of health; articles we buy of grocers.	Writing on slate; writing names.
First.	2d and 3d Readers; Phonetic spelling; spell all the words.	Multiplication table thoroughly reviewed, Division; complete Primary Arithmetic.	Guyot's Elementary Geography, to p. 39.	Drawing Books 1 and 2; Map Drawing.	Occupations of men, women and children; manufactured articles; conveyance on land and water; qualities; human body, with its parts and uses,	No. 3 Writing Book.

ORAL MORAL INSTRUCTION shall be given in all the classes on the topics assigned in such a manner and degree as may suit the age and capacity of the pupil.

MORAL INSTRUCTION.—Habits of order; behavior; duties to parents, teachers, schoolmates, the helpless and needy; neatness; self-control.

MANUAL OF INSTRUCTION—GRAMMAR DEPARTMENT.

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GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	HISTORY.	WRITING.
Fourth.	Third Reader; Spelling.	Practical Examples in Multiplication and Division, and all U. S. Money; Troy Weight and English Money.	Guyot's Elementary completed.	Oral Lessons; exercises in Composition.		No. 3.
Third.	Complete 3d Reader; Spelling.	Compound Numbers, and to Subtraction of Fractions.	Guyot's Intermediate to Europe.	Graded Lessons in English; exercises in Composition.		No. 4.
Second.	Fourth Reader and Spelling.	From Subtraction of Fractions to Profit and Loss.	Guyot's Intermediate completed.	Higher Lessons in English; exercises in Composition.	To events of 1777.	Nos. 5 and 6.
First.	Fifth Reader and Spelling.	Profit and Loss, and finish the Arithmetic.	Geography Reviewed.	Higher Lessons in English; Declamation and Composition every two weeks.	From events No. 7; exercises of 1777 to end of book.	No. 7; exercises, Book-keeping.

Calisthenics or light gymnastics, with vocal exercises, shall be practiced in all the classes at least once each half day. Singing every day. Industrial Drawing twice each week, and Writing three times.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

COMMERCIAL COURSE—(TWO YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Book-keeping, Pen-	German.
2d Term.	Arithmetic.	manship and Com-	German.
3d Term.	Arithmetic.	mmercial Correspon-	German.
		dence.	
2D YEAR.			
1st Term.	Arithmetic.	Book-keeping, Com-	German.
2d Term.	Arithmetic.	mmercial Law and	German.
3d Term.	Arithmetic.	Correspondence, &	German.
		Civil Government.	

Language Lessons, Composition and Declamation through the course.

CLASSICAL COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
2d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geog'y or German.
3d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geog'y or German.
2D YEAR.			
1st Term.	Algebra.	Cæsar,	Greek Gram. and Lessons.
2d Term.	Algebra.	Cæsar.	Greek Gram. and Lessons.
3d Term.	Algebra.	Cæsar.	Greek Gram. and Lessons.
		(Latin Prose.)	
3D YEAR.			
1st Term.	Algebra.	Cicero.	Anabasis (4 books).
2d Term.	Geometry.	Cicero.	Anabasis (4 books).
3d Term.	Geometry.	Virgil's Æneid.	Anabasis (4 books).
		(Latin Prose.)	(Greek Prose and History.)
4TH YEAR			
1st Term.	Geometry.	Virgil's Æneid.	Iliad (4 books).
2d Term.	Trigonometry.	Georgics, Bucolics,	Iliad (4 books).
3d Term.	Review.	Roman History and	Review.
		Review.	

Language Lessons, Composition and Declamation through the course.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

SCIENTIFIC COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat.Gram., Lessons.	Physiology or German.
2d Term.	Algebra.	Lat.Gram., Lessons.	Phys. Geog'y or German.
3d Term.	Algebra.	Lat.Gram., Lessons.	Phys. Geog'y or German.
2D YEAR.			
1st Term.	Algebra.	Cæsar.	Natural Philosophy.
2d Term.	Algebra.	Cæsar.	Natural Philosophy.
3d Term.	Algebra.	Cæsar. (Latin Prose.)	Natural Philosophy.
3D YEAR.			
1st Term.	Algebra.	Cicero.	General History.
2d Term.	Geometry.	Cicero.	Political Economy.
3d Term.	Geometry.	Virgil's Æneid. (Latin Prose.)	Political Economy.
4TH YEAR.			
1st Term.	Geometry.	Virgil's Æneid,	Chemistry.
2d Term.	Trigonometry.	Georgics, Bucolics;	Chemistry.
3d Term.	Review.	Roman History and Review.	Geology.

Language Lessons, Drawing, Composition and Declamation through the year.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

ENGLISH COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Book-keeping, Pen- manship and Com- mercial Correspond- ence.	Physiology.
2d Term.	Algebra.		Physical Geography.
3d Term.	Algebra.		Physical Geography.
2D YEAR.			
1st Term.	Algebra.	Book-keeping, Com- mercial Law and Correspondence & Civil Government.	Natural Philosophy.
2d Term.	Algebra.		Natural Philosophy.
3d Term.	Algebra.		Natural Philosophy.
3D YEAR.			
1st Term.	Algebra.	Rhetoric. Rhetoric. Rhetoric.	General History.
2d Term.	Geometry.		Political Economy.
3d Term.	Geometry.		Political Economy.
4TH YEAR.			
1st Term.	Geometry.	English Literature. English Literature. English Literature.	Chemistry.
2d Term.	Trigonometry.		Chemistry.
3d Term.	Review.		Geology.

Language Lessons, Drawing, Composition and Declamation through the course.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

COURSE FOR FEMALE DEPARTMENT—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat.Gram., Lessons.	Physiology.
2d Term.	Arithmetic.	Lat.Gram., Lessons.	Physiology.
3d Term.	Arithmetic.	Lat.Gram., Lessons.	Botany.
2D YEAR.			
1st Term.	Algebra.	Lat.Gram., Lessons.	Physical Geography.
2d Term.	Algebra.	Cæsar.	Physical Geography.
3d Term.	Algebra.	Cæsar.	Natural Philosophy.
3D YEAR.			
1st Term.	Algebra.	Cæsar.	History.
2d Term.	Geometry.	Cæsar.	History.
3d Term.	Geometry.	Cæsar.	Rhetoric.
4TH YEAR.			
1st Term.	Geometry.	Virgil.	English Literature.
2d Term.	Geometry.	Virgil.	English Literature.
3d Term.	Review.	Astronomy.	English Literature.

Language Lessons, Penmanship, Drawing, Composition and Recitations through the course.

NORMAL SCHOOL.

COURSE FOR ONE YEAR.

Mental Philosophy.	Theory and Practice of Teaching Drawing.	Music.
		Physical Culture.
Moral Science.		Lectures on the Philosophy of Education.

In addition to the above course, each pupil in the Normal School is required to spend at least eight weeks in practical class-room work in the Training School, under the special direction of the City Superintendent, Principal of the Normal School, and the Principal of the Training School.

MANUAL OF INSTRUCTION.—CONTINUED.

DISTRIBUTION OF WORK.

NOTE.—The Distribution of Work for the Grammar and Primary Schools is now undergoing a careful revision, which will probably lead to some changes. These will be announced to the Principals at the beginning of the school year.

PRIMARY DEPARTMENT.

ARITHMETIC.

FOURTH GRADE.

Count by 1's, 2's and 3's to 100; make all the figures correctly. Numeration, 1st Period; begin Addition.

THIRD GRADE.

Count by 4's, 5's and 6's to 100. Complete Addition and begin Subtraction. Numeration, 2d Period.

SECOND GRADE.

Multiplication thoroughly learned; count by 7's, 8's and 9's to 100. Exercises in Addition, Subtraction, Multiplication and Short Division.

Felter's Primary Arithmetic.

FIRST GRADE.

First Term.—Multiplication Table reviewed. Complete Short Division.

Second Term.—Exercises in Long Division, where hundreds in the Divisor are not increased by the multiplication of the tens. Mechanical part of Long Division.

Third Term.—Complete Felter's Primary Arithmetic. Omit from page 137 to page 148.

GEOGRAPHY.

Guyot's Elementary Geography.

SECOND GRADE.

First Term.—To page 13.

Second Term.—To page 21.—Waters upon the Land.

Third Term.—To page 25.

Oral Lessons during the year; State, County and City in which you live; surrounding Villages, etc.

FIRST GRADE.

First Term.—From page 25 through page 34.

Second Term.—From page 34 to Section IV., page 39.

Third Term.—From Section IV., page 39, to Section V., page 44.

Frequent Reviews.

READING.

FOURTH GRADE.

The Cards complete, and begin the Primer. Phonic Exercises.

THIRD GRADE.

Finish Primer and First Reader; spell all the words.
Phonic Exercises and Spelling.

SECOND GRADE.

Second Reader; spell all the words. Phonic Exercises
and Spelling.

FIRST GRADE.

Second and Third Readers. Phonic Spelling; spell all
the words.

 WRITING.

FOURTH GRADE.

Printing or Writing simple copies from the blackboard
on the slate.

THIRD GRADE.

Writing on the slate; writing name of the pupil.

SECOND GRADE.

P., D. & S.'s System, shorter course, No. 1.

Graphic System, shorter course, No. 1.

Ellsworth's System, shorter course, No. 1.

One book for the year.

FIRST GRADE.

P., D. & S.'s System, No. 3, S. C.

Ellsworth's System, No. 1.

Ellsworth's System, No. 2, S. C.

Graphic System, No. 2.

Graphic System, No. 2, S. C.

Two books during the year.

DRAWING.

The Second, Third and Fourth Grades will be taught according to the schedule to be furnished by the Drawing Teacher. The First Grade will use Drawing Book, No. 1, from September to February; No. 2, from February to July.

MUSIC.

Jepsog's Music Reader. Book First.

FOURTH GRADE.

First Term.—Definitions, Explanations and Exercises in Singing, from beginning of book to Exercise 73, page 16. Omitting Chapter I., Exercises 19 to 24, inclusive, and Exercises 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 65, 66, 67, 68, 69 and 70.

Second Term.—Definitions, Explanations and Exercises, from Exercise 73, page 16, to Exercise 99, page 24. Omitting Exercise on page 18, Exercise on page 19, and Exercises 83, 84, 85, 87, 91, 94 and 97.

Third Term.—Definitions, Explanations and Exercises, from Exercise 99, page 24, to Chapter XVI., page 31. Omitting Exercises 99, 103, 104, 108, 109, 110, 112, 117, 118, 119, 120, 121, 122 and 124.

THIRD GRADE.

First Term.—Beginning at Chapter XVI., page 31, take to Chapter XXVII., page 50. Omitting Exercises 129, 133, 136, 137, 141, 144, 148, 149, 153, 154 and 155. Take Definitions, Explanations and Exercises.

Second Term.—Definitions, Explanations and Exercises, from Chapter XXVII., page 50, to Exercise 184, page 59. Omitting Exercises 168, 169, 170, 175, 177 and 179.

Third Term.—Definitions, Explanations and Exercises, from Exercise 184, page 59, to Exercise 209, page 66. Omitting Exercises 184, 187, 188, 190, 194, 195, 199, 202 and 205.

SECOND GRADE.

First Term.—Definitions, Explanations and Exercises, from Exercise 209, page 66, to Chapter XXXVII., page 76. Omitting Exercises 219, 222, 227 and 228.

Second Term.—Definitions, Explanations and Exercises, from Chapter XXXVII., page 76, to Chapter XXXIX., page 84. Omitting Exercises 237, 239, 241, 244, 248 and 251.

Third Term.—Definitions, Explanations and Exercises, from Chapter XXXIX., page 84, to Chapter XLI., page 100. Omitting Exercises 253, 255, 257, 260, 266, 270 and 274.

FIRST GRADE.

First Term.—Review all previous Definitions. Take Definitions, Explanations and Exercises, from Chapter XLI., page 100, to Chapter XLIV., page 111. Omitting Exercises 275, 276, 283, 285, 288, 295, 298, 299, 301 and 305.

Second Term.—Definitions, Explanations and Exercises,

from Chapter XLIV., page 111, to Exercise 336, page 120. Omitting Exercises 313, 317, 318, 320, 323, 328, 330 and 333.

Third Term.—Definitions, Explanations and Exercises, from Exercise 336, page 120, to Chapter XLIX., page 133. Omitting Exercises 338, 340, 345, 348, 352, 354, 355, 356 and 357.

ORAL LESSONS.

FOURTH GRADE.

Home, Food, Clothing, Shelter, Sources of Happiness.

School { What can be seen ?
 { What cannot be seen ?

Animals, domestic; days of week, months of the year, time on the face of the clock.

THIRD GRADE.

Objects at home and at school ; parts of human body ; distance, direction, time, continued; form, size, color, illustrated by objects.

SECOND GRADE.

Trees, plants and flowers; qualities; form, size and color; human body, senses; tables of weights and measures; laws of health; articles we buy at the grocers.

FIRST GRADE.

Occupations of men, women and children; manufactured articles; conveyance on land and water; human body, with its parts and uses.

GRAMMAR DEPARTMENT.

ARITHMETIC.

Felter's Intermediate.

FOURTH GRADE.

First Term.—Addition, Subtraction, and Multiplication of U. S. Money, to page 67.

Second Term.—Finish Multiplication, and take Division of U. S. Money, to page 96.

Third Term.—Finish U. S. Money and take G. C. D. and L. C. M., to page 120.

THIRD GRADE.

First Term.—Addition and Subtraction of Fractions, to Multiplication of Fractions, page 146.

Second Term.—Multiplication and Division of Fractions to Decimals, page 173.

Third Term.—Complete Decimal Fractions, to page 200.

SECOND GRADE.

First Term.—Compound Denominate Numbers to Avoirdupois Weight, page 233.

Second Term.—Finish Compound Denominate Numbers, page 258.

Felter's Advanced Arithmetic.

Third Term.—Four Propositions in Percentage, to page 25.

FIRST GRADE.

First Term.—Review Propositions in Percentage, to Interest, page 57.

Second Term.—Complete Interest, to Bonds, page 109.

Third Term.—Omit Bonds, Exchange, Equation of Payments, and Averaging Accounts. Take Ratio, Proportion, Partnership, and Allegation, with reviews, to bottom of page 169.

GRAMMAR.

NOTE.—At the beginning of the school year, September, 1880, Brown's Grammar was dropped from the list of books; and Reed and Kellogg's series of Language Books was adopted for use in the First, Second and Third Grades in the Grammar Department. Elementary Lessons in English, by Mrs. N. L. Knox, was placed in the Fourth Grade Grammar Department, and in the hands of the teacher, as a guide in the Language Lessons in the Primary Department.

FOURTH GRADE.

Elementary Lessons in English through all the terms.

THIRD GRADE.

Reed and Kellogg's Graded Lessons in English through all the terms.

SECOND GRADE.

Reed and Kellogg's Graded Lessons in English through all the terms.

FIRST GRADE.

Reed and Kellogg's Graded Lessons in English through all the terms.

* Much attention will be given to the construction of sentences and to the correct use of language in all the exercises of the school. Exercises in all the forms of composition will be required in all the grades through all the terms.

GEOGRAPHY.

Guyot's Elementary.

FOURTH GRADE.

First Term.—From Section V., page 44, to N. A., Part III., page 55.

Second Term.—From N. A., page 55, to page 67, Africa.

Third Term.—From page 67 to Review, page 77.

Guyot's Intermediate.

THIRD GRADE.

First Term.—From beginning to Separate States and Cities, page 25.

Second Term.—From Separate States and Cities, page 25, to North Carolina, page 39.

Take Map Studies, Characteristics and Class Exercises. Omit Separate States and Cities, except N. Y., N. J. and Penn.

Third Term.—From North Carolina, page 39, to Characteristics, page 49.

Take Class Exercises, Characteristics and Map Studies.
Omit Separate States and Cities.

SECOND GRADE.

First Term.—Omit Separate States and Cities. Take from page 49, through S. A., page 60.

Second Term.—Omit Countries of S. A. Take Description and Largest Cities of S. A.; Commercial Review of New World; Map Studies and Description of Europe; from page 60 to page 70.

Third Term.—Omit Countries of Europe. Take Cities, Government, Area of British Empire. Take Map Studies of Central Europe; Map Studies, Position, Characteristics, Mineral Wealth, Pursuits and Commerce of Great Britain and Ireland; Review of Great Cities and Commercial Review of Europe; Map Studies and Description of Asia; from page 70 to page 81.

FIRST GRADE.

First Term.—Omit Countries of Asia and Africa. Take Map Studies of Africa and Australia, Description of Africa and Australia, Large Cities and Commercial Review of Asia and Africa; from page 81 to page 96.

Second Term.—Review from beginning to page 59.

Third Term.—Review the remainder of the book.

HISTORY.

Anderson's Grammar School, U. S.

SECOND GRADE.

First Term.—Discoveries, Explorations, Colonial History, to N. H., page 27.

Second Term.—Finish Colonial History, page 53.

Third Term.—French and Indian War, to Revolution, page 65.

FIRST GRADE.

First Term.—From page 65 to Monroe's Administration, page 135.

Second Term.—From page 135 through Grant's Administration, page 187.

Third Term.—Finish book and Review.

READING.

FOURTH GRADE.

Third Reader; Spelling.

THIRD GRADE.

Complete Third or Fourth Reader; Spelling.

SECOND GRADE.

Fourth Reader; Spelling.

FIRST GRADE.

Fifth Reader; Spelling.

SPELLING.

Swinton's Word Book.

FOURTH GRADE.

First Term.—From beginning through lesson 28. page 8.

Second Term.—From lesson 29, page 8, to lesson 49, page 13.

Third Term.—From lesson 49, page 13, to lesson 64, page 18.

THIRD GRADE.

First Term.—From lesson 64, page 18, to lesson 85, page 25.

Second Term.—From lesson 85, page 25, to lesson 101, page 30.

Third Term.—From lesson 101, page 30, to lesson 115, page 34.

SECOND GRADE.

First Term.—From lesson 115, page 34, to lesson 145, page 43.

Second Term.—From lesson 145, page 43, to lesson 162, page 50.

Third Term.—From lesson 162, page 50, to lesson 186, page 57. Omit lesson 175.

FIRST GRADE.

First Term.—From lesson 186, page 57, to lesson 8, page 68.

Second Term.—From lesson 8, page 68, to lesson 30, page 77. Omit lesson 14.

Third Term.—Take the Monthly, Quarterly, Annual and General Reviews.

WRITING.

FOURTH GRADE.

P., D. & S.'s System, No. 3.

P., D. & S.'s System, No. 4, S. C.

Ellsworth's System, No. 3, S. C.

Ellsworth's System, No. 4, S. C.

Graphic System, No. 3.

Graphic System, No. 3, S. C.

Two books during the year.

THIRD GRADE.

P., D. & S.'s System, No. 4.

P., D. & S.'s System, No. 5, S. C.

Ellsworth's System, No. 4, S. C.

Ellsworth's System, No. 5, S. C.

Graphic System, No. 5, S. C.

Graphic System, No. 5, S. C.

Two books during the year.

SECOND GRADE.

P., D. & S.'s System, No. 5.

P., D. & S.'s System, No. 5, S. C.

P., D. & S.'s System, No. 6.

P., D. & S.'s System, No. 6, S. C.

Ellsworth's System, No. 5, S. C.

Ellsworth's System, No. 6, S. C.

Graphic System, No. 4.

Graphic System, No. 5.

Two books during the year.

FIRST GRADE.

P., D. & S.'s System, No. 6.

P., D. & S.'s System, No. 7.

Ellsworth's System, No. 4.

Graphic System, No. 5.

Graphic System, No. 6.

Two books during the year.

DRAWING.

The Grades will use the Drawing Books as follows:

FOURTH GRADE.

No. 3, from September to February; No. 4, from February to July.

THIRD GRADE.

No. 5, throughout the year.

SECOND GRADE.

No. 6, throughout the year.

FIRST GRADE.

No. 7, throughout the year.

MUSIC.

Song Garden, No. 2.

A Manual of Musical Instruction, to accompany the Song Garden, was prepared and adopted by the Board. This Manual is designed to utilize the exercises and songs of the Song Garden in such a manner as to obtain a well-graded course of instruction for the Grammar Depart-

ment. A short review of the Primary Course is contained in the Manual. The following is the schedule to be followed in the use of this Manual (the numbers refer to paragraphs):

FOURTH GRADE.

First Term.—Paragraphs 1 to 76, inclusive.

Second Term.—Paragraphs 77 to 111, inclusive.

Third Term.—Paragraphs 112 to 138, inclusive.

THIRD GRADE.

First Term.—Paragraphs 139 to 180 inclusive.

Second Term.—Paragraphs 181 to 207, inclusive.

Third Term.—Paragraphs 208 to 227, inclusive.

SECOND GRADE.

First Term.—Paragraphs 228 to 255, inclusive.

Second Term.—Paragraphs 256 to 285, inclusive.

Third Term.—Paragraphs 286 to 306, inclusive.

FIRST GRADE.

First Term.—Paragraphs 307 to 331, inclusive.

Second Term.—Paragraphs 332 to 360, inclusive.

Third Term.—Paragraphs 361 to 384, inclusive.

As all the grades only began the Manual last year, the above course does not represent the work actually allotted to the different grades during the present year. The work will be specially assigned from term to term.

CATALOGUE

OF THE

SCHOOL BOOKS AND STATIONERY

FURNISHED TO THE PUBLIC SCHOOLS BY THE
BOARD OF EDUCATION.

PRIMARY SCHOOLS.

Arithmetic.—Felter's Primary Arithmetic; Giffin's Number Chart.

Geography.—Guyot's Elementary Geography.

Reading.—Franklin's First, First Advanced, Second, Second Advanced, Third, and Third Advanced; Sander's Union Primer; Sander's Union Readers, Nos. 1, 2 and 3; Monroe's Chart Primer; Monroe's First, Second and Third Readers; Monroe's School Charts; and Appleton's First, Second and Third Readers.

Spelling.—Beecher's Primary Normal Speller.

Music.—Jepson's First Music Book.

Writing.—Payson, Dunton and Scribner's Writing Books; Ellsworth's System of Writing; Graphic System of Writing.

Drawing.—Walter Smith's Manual of Drawing, Part I.; Smith's Primary Drawing Cards, First and Second Series; Smith's Drawing Books, Nos. 1 and 2.

Language.—Whitney's Elementary English (Knox).

Oral Lessons.—Calkin's Primary Object Lessons; Hook-

er's Child's Book of Nature, Parts 1, 2 and 3; Brown's Manual of Commerce; Sheldon's Object Lessons.

Stationery.—David's Ink; Spencerian Pens, No. 1; Pen-holders; Ink-wells; Ink-well Covers; Teacher's Inkstands; Blotters; Practice Paper for Drawing and Writing; Slate Pencils; Pencil-holders; Crayons; Slates, 5x7, 6x9; Numeral Frames; Foolscap and Examination Paper; Mucilage; Thermometers; Lead Pencils; and Pencil Protectors.

Miscellaneous.—Webster's Unabridged and National Dictionaries; Joslyn's Globes.

GRAMMAR SCHOOLS.

Arithmetic.—Felter's Intermediate, Advanced, and Complete Arithmetics; Greenleaf's Intellectual Arithmetic.

Geography.—Guyot's Elementary and Intermediate Geographies.

Spelling.—Swinton's Word Book.

Grammar.—Whitney's Elementary English (Knox); Reed and Kellogg's Graded Lessons; Reed and Kellogg's Higher Lessons.

History.—Anderson's G. S. United States History.

Writing.—Payson, Dunton and Scribner's Writing Books; Ellsworth's System of Writing, and Graphic System of Writing.

Music.—Song Garden, No. 2; Musical Manual for Grammar Schools.

Drawing.—Walter Smith's Manual of Drawing, Part II.; Smith's Drawing Books, Nos. 3, 4, 5, 6, 7, and 8.

Reading.—Franklin Third, Third Advanced, Fourth, and Fifth Readers; Sander's Union Readers, Nos. 3 and 4;

Monroe's Third and Fourth Readers; Appleton's Third, Fourth, and Fifth Readers.

Stationery.—David's Ink; Spencerian Pens, No. 1; Pen-holders; Ink-wells; Ink-well Covers; Teachers' Inkstands; Blotters; Slate Pencils; Lead Pencils; Pencil Protectors; Spelling Slates; Slates, 6x9 and 6½x10; Crayons; Practice Paper, for Writing and Drawing; Foolscap and Examination Paper; Mucilage and Thermometers.

Miscellaneous.—Webster's Unabridged and National Dictionaries; Fitz's Globes; Joslyn's Globes.

HIGH SCHOOL.

Mathematics.—Franklin Written Arithmetic; Greenleaf's Intellectual Arithmetic; Davies' University Algebra; Brooks' Elementary Geometry; Davies' Legendre.

Latin.—Allen and Greenough's Grammar; Leighton's Lessons; Arnold's Prose Composition; Chase and Stuart's Cæsar; Chase and Stuart's Cicero; Chase and Stuart's Virgil's Æneid; Chase and Stuart's Virgil's Eclogues; Pennell's Ancient Rome.

Greek.—Harkness' First Book; Leighton's Lessons; Goodwin's Grammar; Jones' Prose Composition; Boise's Xenophon's Anabasis; Owen's Homer's Iliad; Pennell's Ancient Greece.

German.—Schmitz's German Grammar.

Natural Science.—Hooker's Natural History; Dana's Geological Story; Lockyer's Astronomy; Rolfe and Gillette's Hand-book of Natural Philosophy; Steele's New Physics; Elliot and Storer's Elementary Chemistry; Hutchinson's Physiology and Hygiene; Gray's How Plants Grow; Houston's Physical Geography.

Language and Literature.—Quackenbos' Rhetoric; Quackenbos' First Lessons in Composition; Gilmore's Art of Expression; Backus' Shaw's English Literature.

Miscellaneous.—Townsend's Civil Government; Wayland's Political Economy, abridged; Webster's Unabridged and National Dictionaries; Bryant and Stratton's Common School Book-keeping; The Triumph; Anderson's General History; Carhart's Commercial Law.

Stationery.—Same as for Grammar Schools.

NORMAL SCHOOL.

Science.—Porter's Elements of Intellectual Science; Wayland's Moral Science.

Reading.—Cathcart's Literary Reader.

Music.—The Triumph; Jepson's First Music Book.

Stationery.—Same as for Grammar Schools.

INSTRUCTIONS

FOR PREPARING CARDS, REPORTS, ETC.

Records of attendance, scholarship and deportment shall be kept in all the Public Schools, in a manner prescribed by the City Superintendent, and in accordance with Article V., Sec. 11 of the Regulations. These records shall be uniform in all schools of the same grade.

RULES FOR KEEPING RECORDS.

First.—Any pupil who shall have been present five days during any term, shall be enrolled as a member of the school; and whenever present five days during any one month, shall be considered an enrolled pupil for that month.

Second.—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher receives such information, shall remain and shall be regarded as other absences.

Third.—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

Fourth.—When a pupil has been absent from school more than five consecutive days, *for any cause*, his or her name shall be stricken from the roll at the end of five days; the

absence, however, shall be recorded while the name remains on the roll.

Fifth.—Regular pupils, whose names have been enrolled, but who are not present on the first day of any subsequent term during that year, shall be marked absent.

Sixth.—The number of enrolled pupils, for each month, shall consist of all such as are members of the school for that month, in accordance with the foregoing Rules.

Seventh.—The average number of enrolled pupils for any month, term, or year, shall be found by dividing the whole number of days of *membership* by the number of days of *school* during the month, term, or year.

Eighth.—The average daily attendance of any class or school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

Ninth.—The percentage of attendance shall be found by dividing one hundred times the average daily attendance by the average number enrolled.

DEPORTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card on the following basis:

Twenty is the highest number of credit marks a pupil can receive in one day, either in scholarship or deportment, and one hundred the highest for one week; and this can only occur when the pupil has been present and perfect each day.

The number sent home on the card will show—not the per cent. for the week—but the actual number of credit marks received for the days present. The card should show also the number of days absent and the times tardy, and whether on account of sickness or otherwise.

MONTHLY CERTIFICATES.

Monthly Certificates of Approbation shall be awarded to pupils in the Grammar and Primary Schools on the following basis:

The punctuality must be 100 per cent.—no tardiness will be excused. A pupil may be *excused* one day in each month for *sickness only*.

Attendance.—A pupil, if absent one day from sickness, will be marked 95 per cent.; if absent one-half day, $97\frac{1}{2}$ per cent. Such absence does not affect his percentage for scholarship or deportment; for in such cases the sum of the credits for the month will be divided by 19 or $19\frac{1}{2}$ instead of 20.

In scholarship and deportment the pupil must receive 95 per cent. to entitle him to a certificate.

YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, Grammar and Primary Schools who have not been *tardy* nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness, or sickness or death in family of which the pupil is a member, and whose record shall show an average of 95 per cent. for the year, shall receive testimonials for “DISTINGUISHED MERIT.”

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness*—and no tardiness will be excused.

TABLE A.
NUMBER OF CHILDREN OF SCHOOL AGE.

The enumerators who took the census of the children of school age (between the ages of five and eighteen years) report the names of 41,861 children for the year 1881, as follows:

Ward.	Enumerator.	No. of Children.
First.....	Edward F. McCormack.....	2,042
Second.....	John L. Patmore.....	1,679
Third.....	Edward J. Merrill.....	1,548
Fourth.....	Wm. F. Volk.....	2,036
Fifth.....	Wm. P. Daly.....	1,740
Sixth.....	Wm. H. Lyle.....	5,646
Seventh.....	Michael Conroy.....	2,703
Eighth.....	Joseph W. Reuck.....	2,925
Ninth.....	Daniel P. Fitzgerald.....	1,474
Tenth.....	Henry R. Williams.....	3,724
Eleventh.....	Garret Haulenbeck.....	2,009
Twelfth.....	Patrick Bergen.....	4,200
Thirteenth.....	Chas. G. Bruemmer.....	7,113
Fourteenth.....	Joseph R. King.....	920
Fifteenth.....	Chas. G. Kingsley.....	2,102
		41,861
Number of children reported by enumerators in 1880.....		41,935
Number of children reported by enumerators in 1881.....		41,861
Decrease.....		74

The enumerators were paid the sum of \$2,093.05, or five cents a name.

TABLE B.

REPAIRS OF SCHOOL HOUSES, 1881.

NAME OF SCHOOL BUILDING.	ORDINARY REPAIRS.	EXTRAOR- DINARY REPAIRS.	WHOLE AMOUNT EXPE'DED.
High School.....	\$487 69	-----	\$487 69
Burnet Street.....	660 81	-----	824 27
Extension of wardrobes.....	-----	\$150 00	-----
Flagging.....	-----	13 46	-----
State Street.....	175 82	-----	175 82
Market Street.....	210 99	-----	230 99
Inside blinds.....	-----	20 00	-----
Washington Street.....	385 68	-----	874 76
Ventilators and new windows in court	-----	394 97	-----
Flagging.....	-----	73 36	-----
Wash-basin.....	-----	20 75	-----
Lawrence Street.....	315 29	-----	352 69
Book-case.....	-----	37 40	-----
Commerce Street.....	157 33	-----	187 33
Putting in sewer-pipe.....	-----	30 00	-----
Colored.....	296 30	-----	296 30
Lafayette Street.....	362 53	-----	362 53
Newton Street.....	759 40	-----	849 68
Black-boards.....	-----	27 28	-----
Storm sheds.....	-----	63 00	-----
South Tenth Street.....	353 50	-----	933 20
Ceiling court.....	-----	60 00	-----
Windows in cellar.....	-----	179 65	-----
Court floors.....	-----	193 00	-----
Wash-bowls.....	-----	49 75	-----
Flagging.....	-----	97 30	-----
Wickliffe Street.....	223 35	-----	223 35
Webster Street.....	232 49	-----	307 39
Black-board.....	-----	9 90	-----
Flagging.....	-----	65 00	-----
Summer Avenue.....	18 73	-----	18 73
Elliot Street.....	112 88	-----	155 26
Storm porch.....	-----	42 38	-----
Chestnut Street.....	250 65	-----	419 77
Black-boards.....	-----	109 12	-----
Storm sheds.....	-----	60 00	-----

TABLE B.—Continued.

NAME OF SCHOOL BUILDING.	ORDINARY REPAIRS.	EXTRAOR- DINARY REPAIRS.	WHOLE AMOUNT EXPENDED.
Oliver Street.....	\$327 66	-----	\$402 09
Gas pipes and fixtures.....	-----	\$52 00	-----
Flagging.....	-----	22 43	-----
Walnut Street.....	80 66	-----	96 61
Wash-bowl.....	-----	15 95	-----
Houston Street.....	17 65	-----	40 05
Flagging.....	-----	22 40	-----
Thomas Street.....	96 75	-----	479 72
Addition and sash partition.....	-----	365 04	-----
Black-boards.....	-----	17 93	-----
South Eighth Street.....	390 43	-----	614 24
Flagging.....	-----	223 81	-----
North Seventh Street.....	100 52	-----	100 52
South Market Street.....	360 59	-----	481 78
Storm shed.....	-----	30 00	-----
Windows in boiler-room.....	-----	91 19	-----
Wall Street.....	15 57	-----	37 26
Sash partition.....	-----	21 69	-----
Clover Street.....	17	-----	17
Morton Street.....	209 36	-----	225 48
Flagging.....	-----	16 12	-----
Eighteenth Avenue.....	303 97	-----	315 97
Black-boards.....	-----	12 00	-----
Miller Street.....	28 85	-----	28 85
Central Avenue.....	236 59	-----	273 71
Flagging.....	-----	37 12	-----
Lock Street.....	61 71	-----	178 91
Storm sheds.....	-----	86 00	-----
Flagging.....	-----	31 20	-----

TABLE C.

FUEL FURNISHED TO THE RESPECTIVE SCHOOL HOUSES
DURING THE YEAR 1881.

SCHOOLS.	TONS OF COAL.	COST OF COAL.	COST OF WOOD.	TOTAL COST OF FUEL.
High	36	\$185 40	\$6 50	\$191 90
Burnet Street	50	257 75	6 50	264 25
State Street	11	56 90	3 25	60 15
James Street	6	30 90	3 25	34 15
Market Street	35	180 75	4 25	185 00
Washington Street	50	257 50	6 50	264 00
Lawrence Street	50	258 00	4 25	262 25
Commerce Street	14	72 50	---	72 50
Colored	14	72 30	7 51	79 81
Lafayette Street	43	221 60	4 25	225 85
Newton Street	65	335 75	13 00	348 75
South Tenth Street	38	196 10	8 62	204 72
Wickliffe Street	12	61 90	7 50	69 40
Webster Street	30	155 00	19 25	174 25
Summer Avenue	14	72 20	7 50	79 70
Elliot Street	39	201 35	8 63	209 98
Chestnut Street	52	262 95	---	262 95
Oliver Street	59	304 30	10 75	315 05
Garden Street	1	5 15	30	5 45
Walnut Street	19	97 85	6 50	104 35
Houston Street	10	51 50	6 50	58 00
Thomas Street	15	77 25	5 38	82 63
South Eighth Street	80	413 00	8 63	421 63
North Seventh Street	10	51 50	2 12	53 62
South Market Street	65	335 50	10 75	346 25
Wall Street	9½	49 10	5 38	54 48
Clover Street	9	46 50	3 25	49 75
Morton Street	50	258 00	6 50	264 50
Eighteenth Avenue	46	236 90	15 00	251 90
Elizabeth Avenue	30	154 75	6 37	161 12
Central Avenue	73	376 60	6 50	383 10
Lock Street	10	51 50	3 25	54 75
General Account	½	2 60	---	2 60
	1046	\$5,390 85	\$207 94	\$5,598 79

TABLE D.

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND
SCHOOL FURNITURE.

NAMES OF SCHOOL HOUSES.	Value of Sites.	Building and Furniture.	Total.
High School.....	\$25,000	\$30,000	\$55,000
Burnet Street.....	25,000	50,000	75,000
State Street.....	10,000	6,000	16,000
Market Street.....	15,000	15,000	30,000
Washington Street.....	20,000	40,000	60,000
Lawrence Street.....	25,000	40,000	65,000
Commerce Street.....	15,000	9,000	24,000
Lafayette Street.....	20,000	17,000	37,000
Newton Street.....	10,000	41,000	51,000
South Tenth Street.....	6,000	9,500	15,500
Wickliffe Street.....	6,000	6,000	12,000
Webster Street.....	10,000	32,000	42,000
Elliot Street.....	4,000	2,000	6,000
Lincoln Avenue.....	8,000	-----	8,000
Chestnut Street.....	15,000	40,000	55,000
Oliver Street.....	15,000	40,000	55,000
Walnut Street.....	12,000	7,000	19,000
Houston Street.....	-----	1,500	1,500
South Eighth Street.....	8,000	40,000	48,000
North Seventh Street.....	4,000	3,000	7,000
South Market Street.....	10,000	32,000	42,000
Hamburgh Place.....	3,000	10,000	13,000
Morton Street.....	10,000	40,000	50,000
Eighteenth Avenue.....	10,000	40,000	50,000
Miller Street.....	9,000	10,000	19,000
Elizabeth Avenue.....	4,000	2,000	6,000
Central Avenue.....	18,000	40,000	58,000
Lock Street.....	4,000	6,000	10,000
Total.....	\$321,000	\$609,000	\$930,000

TABLE E.

SEATING CAPACITY OF THE VARIOUS SCHOOL BUILDINGS.

SCHOOL.	Gram'r Dep't.	Prim'y Dep't.	TOTAL.
High School.....	252*	288*	540*
Burnet Street.....	378	462	840
State Street Primary.....	---	350	350
James Street Industrial.....	---	169	169
Market Street Primary.....	---	514	514
Washington Street.....	356	538	894
Lawrence Street.....	326	400	726
Commerce Street Primary.....	---	180	180
Commerce Street Colored.....	---	---	210
Lafayette Street.....	298	584	882
Newton Street Intermediate.....	196†	878	1,074
South Tenth Street Primary.....	---	512	512
Wickliffe Street.....	---	364	364
Webster Street.....	324	388	712
Summer Avenue Primary.....	---	128	128
Elliot Street Primary.....	---	240	240
Chestnut Street.....	422	496	918
Oliver Street.....	366	512	878
Garden Street Primary.....	---	60	60
Walnut Street Primary.....	---	434	434
Houston Street Primary.....	---	120	120
Thomas Street Primary.....	---	160	160
South Eighth Street.....	304	460	764
North Seventh Street Primary.....	---	356	356
South Market Street.....	202	460	662
Hamburgh Place Primary.....	---	300	300
Clover Street Industrial.....	---	100	100
Morton Street.....	386	682	1,068
Eighteenth Avenue Intermediate.....	156†	804	960
Elizabeth Avenue Primary.....	---	116	116
Miller Street Primary.....	---	300	300
Central Avenue.....	268	560	828
Lock Street Primary.....	---	240	240
Total.....	3,982	11,867	16,059

* 252 in Male Department; 288 in Female; total 540, not included in the grand totals.
† Intermediate Department.

TABLE F.

SALARIES OF TEACHERS, WITH RECORD OF ATTENDANCE.

The salaries in this table are for the fiscal year from January, 1881, to January, 1882. The statistics are for the school year from September, 1880, to September, 1881. The words "No report," in the statistical columns, signify that the teacher has been appointed since the close of the school in June, 1881, or that no report has been filed at this office. A teacher's name sometimes occurs in several places, in cases where transfers have been made during the year.

TEACHERS,	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence.	Time lost by personal sickness.	Time lost by sickness in family.
<i>Normal School.</i>			H. M.		H. M.	D. H.	D. H.
Jane E. Johnson.....	\$999 41	6	1 19	3	8 30	2 2	---
C. A. Marshall.....	260 00	---	---	---	---	---	---
<i>High School.</i>							
E. O. Hovey.....	2,000 00	---	---	1	2 38	---	---
James M. Quinlan.....	1,300 00	1	12	---	---	---	---
A. Baxter Merwin.....	1,287 50	1	12	2	3 30	12 3	---
J. L. Johnson.....	1,300 00	1	4	2	17 0	---	---
A. B. Griffin.....	458 09	---	---	---	---	1 3	---
Wm. E. Drake.....	54 00	---	---	---	---	---	---
Wm. C. Sandy.....	478 90	No report	---	---	---	---	---
H. T. Schmitz.....	490 00	---	---	1	1 30	---	---
F. A. Cargill.....	310 25	4	58	1	20 0	---	---
Samuel J. Macdonald.....	6 00	No report.	---	---	---	---	---
George C. Sonn.....	645 78	---	---	---	---	3	---
Clara W. Greene.....	1,194 30	9	14	---	---	---	---
Lydia F. Remick.....	909 25	---	---	---	---	9 0	---
B. Flora Crane.....	848 05	1	3	2	1 37	---	1
Isadore M. Winans.....	750 00	---	---	---	---	---	3 0
Ardelia H. Allen.....	690 00	1	1	---	---	---	---
Millie A. Foster.....	681 92	2	12	1	15	27 4	---
Ella G. Brown.....	193 41	---	---	1	5 0	3	---
Mary B. Whiton.....	231 84	No report.	---	---	---	---	---
Annie L. Tichenor.....	615 55	---	---	1	5 0	1 0	2 0

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence.	Time lost by personal sickness.	Time lost by sickness in family.
<i>Burnet Street School.</i>			H. M.		H. M.	D. H.	D. H.
Wm. A. Breckenridge..	\$1,700 00	--	--	--	--	--	--
Esther J. Crosby.....	740 00	4	33	2	65	--	--
Sarah J. Reeve.....	498 29	--	--	2	4	6	--
Gertrude E. Ryer.....	327 13	--	--	--	--	--	--
Julia Myer.....	300 00	--	--	--	--	7	--
Virginia R. Reeve.....	547 50	3	7	--	--	12	--
Harriet M. Moores.....	500 00	4	23	2	1 20	2	--
Fanny Taylor.....	550 00	2	25	--	--	5	--
Kate E. Price.....	158 83	No	report.	--	--	--	--
Lillie E. R. Cairns.....	235 00	--	--	--	--	--	--
Isadora B. Rarick.....	3 25	No	report.	--	--	--	--
Minnie D. Camden.....	647 40	2	25	2	1 2	--	--
Katharine Cottrell.....	500 00	3	25	--	--	--	--
E. Jennie Peer.....	108 59	No	report.	--	--	--	--
M. Lizzie Kerns.....	500 00	--	--	1	2	2 4	--
Mary M. Crane.....	299 66	--	--	1	2	3	--
Sara E. Merry.....	447 92	--	--	--	--	13 2	--
Fannie M. White.....	499 46	--	--	--	--	--	--
Jennie Summers.....	120 00	No	report.	--	--	--	--
<i>State Street School.</i>							
Eliza A. Brookfield.....	700 00	--	--	--	--	--	--
Eva Myer.....	497 45	--	--	--	--	22 2	--
Susie B. Conover.....	289 40	--	--	--	--	3	--
Harriet K. Jenkinson.....	467 54	2	4	1	2	1 3	--
Mary S. Miller.....	162 28	No	report.	--	--	--	--
Harriet P. Axtell.....	497 62	14	1	1	5	--	1
Sarah A. B. Brookfield.....	413 60	--	--	--	--	2 3	--
Mary A. McNeill.....	119 04	2	4	--	--	--	--
Susie Haines Coe.....	85 00	No	report.	--	--	--	--
<i>James St. School.</i>							
Mrs. Catharine B. Cory.....	550 00	--	--	--	--	--	4
Mrs. Anna A. Barringer.....	430 00	--	--	--	--	--	--
Laura E. Smith.....	200 60	--	--	--	--	50	--
Cecelia Canfield.....	35 50	No	report.	--	--	--	--
Elizabeth Wyckoff.....	17 50	No	report.	--	--	--	--
<i>Market St. School.</i>							
Wm. M. Giffin.....	1,248 00	4	20	1	1 2	4 3	--
Charlotte A. Genung.....	530 50	2	9	--	--	9	--

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence.	Time lost by personal sickness.	Time lost by sickness in family.
			H. M.		H. M.	D. H.	D. H.
Marcella V. Gillin	\$524 00	5	44	--	---	10 3	---
M. Louise Vreeland	500 22	9	41	10	25	15 3	7
M. Augusta Sweasy	531 40	--	---	2	4	6	---
Alice A. Moody	511 39	4	36	1	20	---	---
Susie Haines Coe	7 00	No	report.				
Lillie E. R. Cairns	1 00	No	report.				
Eliza A. Baldwin	4 00	No	report.				
Emma A. Reeve	1 00	No	report.				
M. Gussie Ward	3 00	No	report.				
Ella J. Wharton	50	No	report.				
Charlotte W. Dean	15 00	No	report.				
Ada E. Sargeant	15 00	No	report.				
Kathrina B. Davies	1 00	No	report.				
Kate A. Scheerer	1 00	No	report.				
<i>Washington St. School.</i>							
Benj. C. Gregory	1,595 50	2	4	--	---	1 3	---
Juliette P. Bradshaw	738 14	2	4	5	2 50	1 1	4
Jane E. Allen	548 69	4	7	1	1	1	---
Mary F. Bruen	500 00	2	5	--	---	3 2	---
Mary L. Moran	543 90	--	---	--	---	5 2	---
Minnie J. Lawrence	542 99	--	---	1	30	5	---
Mrs. H. M. Willis	506 13	6	1 15	--	---	13 2	---
Annie M. Force	500 00	4	15	--	---	1	---
Emma J. Smith	648 50	4	16	--	---	4 4	---
Annie C. Day	420 00	4	19	--	---	---	---
Nellie B. Thompson	453 86	4	19	1	1	---	---
Margaret A. McNabb	433 56	1	4	--	---	1	---
G. Estelle Ross	309 78	3	7	--	---	2	---
Mary A. McNeill	165 96	2	7	--	---	---	---
Elizabeth M. Stringer	293 57	3	13	--	---	10 3	4
Ida E. Rodrigo	290 00	--	---	--	---	1	---
E. Jennie Peer	71 41	--	---	--	---	---	---
Clara Emory Eyles	25 00	No	report.				
Ada E. Sargeant	56 00	No	report.				
<i>Lawrence St. School.</i>							
Chas. H. Gleason	1,696 77	--	---	--	---	1	---
Phebe Hancock	738 75	--	---	--	---	1	---
Kate H. Belcher	569 38	--	---	--	---	4	---
Isabel M. Gore	495 00	--	---	--	---	---	---

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence.	Time lost by personal sickness.	Time lost by sickness in family.
			H. M.		H. M.	D. H.	D. H.
Emma A. Campfield.....	\$497 63	--	----	--	----	6 3	6 2
Elizabeth J. Walker.....	500 00	--	----	3	2 45	----	----
M. Elizabeth Hall.....	533 00	--	----	1	20	3	8
Eliza H. Pierson.....	219 38	--	----	--	----	38 2	----
Florence E. Kinsey.....	390 00	4	15	--	----	2 5	----
Emily Cameron.....	500 00	--	----	1	5	----	1
Sarah E. Queman.....	500 00	4	7	1	2	3	----
Cornelia L. Alyea.....	500 00	--	----	--	----	----	----
Margaret D. Conover.....	499 44	--	----	1	2	----	----
Jennie Summers.....	154 60	--	----	2	5	3	----
Sarah M. Baker.....	199 50	No	report.	--	----	----	----
<i>Commerce St. Prim. School.</i>							
Elizabeth H. Belcher.....	520 00	--	----	--	----	----	----
Fanny L. Buchanan.....	290 00	--	----	--	----	----	----
Mary E. Tyler.....	81 00	No	report.	--	----	----	----
<i>Colored School.</i>							
Jas. M. Baxter.....	998 50	--	----	--	----	3	3
Marcia L. King.....	400 00	1	10	--	----	----	----
Harriet H. King.....	400 00	--	----	--	----	----	----
<i>Lafayette St. School.</i>							
Joseph Clark.....	1,698 50	--	----	--	----	----	2
Eva Chase.....	710 00	--	----	3	12 30	----	3
Mary J. Moorhouse.....	431 65	1	5	--	----	9 3	----
Lizzie S. Thomson.....	549 63	--	----	--	----	----	----
Lydia A. Mills.....	500 00	1	3	--	----	----	----
Elizabeth L. Thompson.....	549 25	--	----	--	----	----	----
Lizzie Ellyn.....	498 76	--	----	--	----	----	----
Henrietta L. Clark.....	219 80	No	report.	--	----	----	----
Dora A. Stites.....	650 00	--	----	--	----	----	----
Belle S. Stites.....	500 00	--	----	--	----	----	----
Sarah J. Ward.....	490 55	4	14	--	----	----	----
Ida A. Vinson.....	500 00	--	----	--	----	----	----
Adelaide Clarkson.....	399 50	1	1	--	----	1	----
Georgiana H. Egbert.....	490 38	1	5	--	----	16 2	2
Irene M. Buttle.....	498 95	1	3	1	2	----	----
Laura P. Hopping.....	10 50	No	report.	--	----	----	----
Mattie M. Miller.....	23 50	No	report.	--	----	----	----
Mary C. Burns.....	35 00	No	report.	--	----	----	----

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence.	Time lost by personal sickness.	Time lost by sickness in family.
			H. M.		H. M.	D. H.	D. H.
Clara Emory Eyles.....	\$40 00	No	report.				
Mary A. Bird.....	30 00	No	report.				
<i>Newton St. School.</i>							
Clarence E. Meleney.....	1,347 00	1	3	1	12	---	---
Fannie W. Smith.....	650 00	--	---	--	---	1 2	---
Ann E. Sayre.....	525 00	--	---	1	2	2	---
Anna A. Baldwin.....	500 00	3	13	--	---	3	---
Elizabeth W. Dougall.....	330 00	--	---	--	---	---	---
Rebecca McClure.....	510 00	--	---	--	---	3 2	---
Emma L. Hutchings.....	617 06	--	---	3	2 50	7 1	---
Julia N. Layton.....	499 44	--	---	4	10 35	3 3	---
Laura B. Sayre.....	499 50	--	---	--	---	1	---
M. Alice Riker.....	498 00	--	---	--	---	13	---
M. Ella Miller.....	392 50	--	---	--	---	2	---
Mrs. Georgie B. Crater.....	498 62	4	8	5	6 55	5 3	---
Lucetta H. Harlow.....	500 00	3	10	1	30	3 3	---
Annie M. Cramer.....	489 30	4	10	1	30	3 3	---
Lucy G. Duncan.....	499 19	1	2	2	5	2 3	---
Anna M. Howard.....	498 90	--	---	1	2	1 3	---
Martha J. Sayre.....	500 00	--	---	--	---	3	---
Mary R. Bird.....	273 64	--	---	--	---	8	---
Eliza A. Baldwin.....	85 00	No	report.				
Ella R. Gegenheimer.....	80 40	No	report.				
Lizzie P. Staats.....	20 00	No	report.				
<i>South Tenth St. School.</i>							
Stephen S. Day.....	1,050 50	--	---	--	---	2	---
Alice M. Fletcher.....	359 00	--	---	--	---	1	---
Antonia V. Roeser.....	496 82	4	20	1	3	1 4	---
Minnie L. Umbach.....	162 71	--	---	1	5	2 2	1
M. Anna Lutz.....	468 27	9	21	1	1 3	4	---
Cara B. Osborne.....	297 12	6	1 2	--	---	10	---
Jennie M. Eyles.....	288 76	--	---	--	---	13	---
Bella Drake.....	285 00	--	---	--	---	---	---
Mariella Crane.....	9 00	No	report.				
Jessie E. Ham.....	13 00	No	report.				
Grace H. Riker.....	231 25	No	report.				
Sarah B. Scarlett.....	200 00	No	report.				
Josephine H. Wood.....	85 00	No	report.				
Lydia Bailey.....	14 00	No	report.				

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late,	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence	Time lost by personal sickness.	Time lost by sickness in family.
<i>Wickliffe St. School.</i>			H. M.		H. M.	D. H.	D. H.
Mary A. Mershon.....	\$700 00	--	---	---	---	---	---
Margaret C. Kelly.....	500 00	--	---	---	---	---	---
Flora E. Smalley.....	470 00	--	---	---	---	---	---
Mary S. Pond.....	500 00	2	5	1	3	---	---
Laura V. Reeve.....	129 00	--	---	---	---	1	1
Mary A. Young.....	464 59	2	24	1	2	---	---
Elizabeth Anthony.....	449 00	--	---	---	---	5	---
Lottie H. Heeley.....	164 00	--	---	---	---	---	---
<i>Webster St. School.</i>							
Joseph A. Hallock.....	1,697 00	--	---	---	---	---	---
Geo. C. Sonn.....	208 21	3	15	3	8	5 3	---
David Maclure.....	493 34	--	---	---	---	---	---
Martha S. Willis.....	547 26	1	5	2	7 30	1 4	---
Carrie E. Young.....	330 00	2	3	1	5	---	---
Eliza Murphy.....	650 00	1	5	2	7 30	---	---
Anna L. Garrabrant.....	499 38	1	5	---	5	---	---
Sarah M. Gould.....	500 00	2	20	2	5 10	4	---
Emilie M. Kempf.....	485 00	--	---	---	---	---	---
Annie E. Curtis.....	649 50	--	---	---	---	3	---
M. Fannie Bracken.....	499 80	2	6	---	---	3 2	---
Sarah J. Sloan.....	470 00	--	---	---	---	---	---
Mary Strieby.....	434 53	--	---	---	---	---	---
Myra W. Adams.....	412 38	--	---	---	---	3	1 1
Jessie B. Mikels.....	200 00	No	report.	---	---	---	3 2
Mary E. Tyler.....	4 00	No	report.	---	---	---	---
Julia Merry.....	22 00	No	report.	---	---	---	---
<i>Summer Ave. School.</i>							
Mary A. Baldwin.....	520 00	1	3	2	2 50	---	---
Juliet Dettmer.....	465 46	--	---	2	7	---	---
<i>Elliot Street School.</i>							
Mrs. Caroline A. Hallock	696 17	1	19	1	5	---	---
Lucy M. Freer.....	419 00	--	---	---	---	2	---
Jessie B. Mikels.....	270 00	3	19	---	---	1	---
M. Gussie Ward.....	84 00	No	report.	---	---	---	---
Lucy A. Richards.....	85 00	No	report.	---	---	---	---
<i>Chestnut Street School.</i>							
F. N. Torrey.....	1,698 50	--	---	---	---	---	---

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence.	Time lost by personal sickness.	Time lost by sickness in family.
			H. M.		H. M.	D. H.	D. H.
Louisa M. Mundy.....	\$738 75	6	14	1	25	2	---
Annie E. Harrison.....	549 62	2	15	---	---	1	---
Agnes Bell Green.....	462 73	2	15	---	---	3 2	---
Anna M. Sanford.....	550 00	---	---	1	1 30	---	2
Mary A. Hennion.....	650 00	---	---	---	---	---	2
Emma F. Sipp.....	497 00	---	---	---	---	6	1
M. Ida Johnson.....	498 76	---	---	---	---	1	1 3
M. Caroline Keene.....	499 33	1	3	1	3	2 3	2 3
Cornelia A. VanNortwick	508 31	7	1	---	---	1	---
Annie M. Miller.....	648 60	2	3	1	10	3 3	---
Mary J. Kilburn.....	499 00	---	---	1	5	5 4	---
Ida F. Kinsey.....	300 00	---	---	---	---	12 3	---
Marion Richardson.....	500 00	3	3	---	---	---	---
Helen L. Tuttle.....	285 00	1	10	---	---	---	---
Emma E. Beardsley.....	310 00	---	---	---	---	2 3	---
Jennie F. Delano.....	449 00	1	5	---	---	5	---
<i>Oliver St. School.</i>							
Edwin Shepard.....	1,570 00	---	---	---	---	---	---
Susie Steele.....	739 38	---	---	---	---	2	---
Sarah E. Beam.....	547 63	3	7	---	---	1 4	---
Carrie C. Hutchings.....	498 63	---	---	---	---	---	---
Electa M. Butler.....	258 14	---	---	1	2	---	---
Emma Finter.....	498 56	---	---	1	3	---	---
Fannie Steele.....	549 38	---	---	---	---	---	---
M. Henrietta Price.....	500 00	---	---	---	---	---	---
Hattie J. Clark.....	360 60	1	1	1	2	9	---
Margaret G. Quinlan.....	18 75	No	report.	---	---	---	---
Eugenia Spence.....	75 00	No	report.	---	---	---	---
Emma J. Dean.....	570 00	2	17	1	20	---	---
Annie O. Hoppaugh.....	253 60	1	1	---	---	1 2	2
Emma L. Lewis.....	498 60	---	---	---	---	1 2	---
Hannah Moore.....	496 40	1	5	---	---	8	---
Mary D. Kirkpatrick.....	150 00	---	---	---	---	---	---
Emma Hobbis.....	419 80	---	---	---	---	---	---
Kate Roche.....	500 00	---	---	---	---	3	---
M. Melissa Harrison.....	165 00	No	report.	---	---	---	---
Mollie Grass.....	28 75	No	report.	---	---	---	---
Eliza A. Baldwin.....	6 00	No	report.	---	---	---	---
M. Adelaide Healey.....	85 00	No	report.	---	---	---	---

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence.	Time lost by personal sickness.	Time lost by sickness in family.
<i>Walnut St. School.</i>							
Thomas T. Collard.....	\$1,050 00	--	H. M.	--	H. M.	D. H.	D. H.
Emma F. Baldwin.....	489 50	2	7	--	--	1	--
Eliza J. Ross.....	499 60	--	--	--	--	2	--
Ida L. Williams.....	469 50	1	2	--	--	1	--
Louise H. Glorieux.....	433 50	2	5	--	--	2	1
Charlotte M. Holbrook.....	469 00	3	20	--	--	5	--
M. Eliza Whitfield.....	469 50	--	--	--	--	1	--
Elizabeth Van Ness.....	180 00	5	9	1	5	1 2	--
Abbie J. Hoppaugh.....	310 00	--	--	1	2	7 2	--
Laura C. Delano.....	200 00	No	report.	--	--	--	--
<i>Houston St. School.</i>							
Margaret R. Riley.....	518 81	4	13	1	30	--	--
Ida M. Hatcher.....	310 00	--	--	--	--	--	--
<i>Thomas St. School.</i>							
Eunice A. McLeod.....	700 00	--	--	1	2	--	--
Lydia A. Denton.....	147 31	3	13	--	--	2 3	--
Mary D. Kirkpatrick.....	349 50	--	--	--	--	--	--
Mary M. Parker.....	165 00	--	--	--	--	--	--
<i>South Eighth St. School.</i>							
Augustus Scarlett.....	1,693 50	--	--	1	2 30	2	--
Mary A. Dougall.....	735 63	3	4	--	--	4	--
Hester M. Baldwin.....	521 50	14	1	2	1	6	--
Alvia C. Adams.....	524 50	--	--	1	2	--	--
Sarah B. Scarlett.....	315 00	--	--	--	--	9 3	--
Elizabeth C. More.....	207 13	No	report.	--	--	--	--
Agnes Young.....	499 38	--	--	--	--	1	--
Ida M. Pfeifer.....	435 00	--	--	--	--	2 3	--
Sarah G. A. Taylor.....	349 57	--	--	1	5	--	--
Anna C. Dunnell.....	650 00	1	5	--	--	--	--
Lucasta C. Baldwin.....	499 45	2	15	--	--	1	--
Frances V. Gould.....	498 00	--	--	--	--	5	--
Martha J. Coursen.....	500 00	--	--	--	--	--	--
Caroline Y. Haulenbeck.....	163 30	--	--	--	--	--	--
Elizabeth Wyckoff.....	135 00	--	--	--	--	--	--
Laura F. Ryerson.....	175 00	No	report.	--	--	--	--
Mariella Crane.....	75 60	No	report.	--	--	--	--

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence.	Time lost by personal sickness.	Time lost by sickness in family.
<i>North Seventh St. School.</i>			H. M.		H. M.	D. H.	D.H.
Mary World.....	\$699 50	1	15	1	27	---	---
Laura F. Ryerson.....	239 00	4	29	---	---	1	---
Annie S. Burgyes.....	275 00	---	---	1	5	---	---
Mary A. McNeill.....	200 00	No	report.				
<i>South Market St. School.</i>							
Wm. P. B. Urlick.....	1,600 00	---	---	---	---	---	---
Mary Lawrence.....	736 81	7	46	---	---	---	4
Mary S. Ward.....	492 14	5	31	---	---	---	1
Lizzie Leffingwell.....	523 51	4	22	---	---	6	1
Emily Boughner.....	511 88	2	11	---	---	5 3	---
Elizabeth A. Lennon.....	386 50	---	---	---	---	1	3
Alice E. Johnson.....	597 60	---	---	---	---	4 20	---
Euphemia F. Sipp.....	400 00	1	10	1	2	3	---
Caroline J. Kent.....	494 56	8	50	1	2	1 4	1 1
Marietta Righter.....	500 00	1	2	1	1	2	1
Mary A. O'Rourke.....	299 58	---	---	---	---	---	1
Emma C. Gemar.....	500 00	1	8	---	---	8	---
Elizabeth F. Tuite.....	419 60	---	---	---	---	4 2	---
H. Adelaide Davidson.....	40 00	No	report.				
<i>Wall St. School.</i>							
Agnes B. Clark.....	265 00	---	---	---	---	---	---
Margaret A. Bogan.....	254 81	---	---	1	1	---	---
Jennie A. Gemar.....	165 00	---	---	---	---	---	---
<i>Clover St. School.</i>							
Emma L. DeCamp.....	547 09	8	37	---	---	3 1	5
Harriet W. Mullison.....	500 00	---	---	---	---	---	---
<i>Morton St. School.</i>							
Joseph E. Haynes.....	1,700 00	---	---	---	---	---	---
M. Eliza Sears.....	740 00	---	---	---	---	3	---
Maria L. Spinning.....	524 38	2	4	---	---	---	---
Mary F. Miller.....	645 79	1	1	---	---	5	---
Mary A. Hinman.....	524 38	2	4	---	---	7	---
Lydia W. Hand.....	523 75	4	26	---	---	3	---
Louise Chedister.....	525 00	---	---	---	---	1	---
Fanny Aschenbach.....	524 00	---	---	1	2	---	---
Delia M. Spinning.....	650 00	2	3	---	---	1	---
Linda M. Geraghty.....	500 00	---	---	---	---	1 3	5

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence	Time lost by personal sickness.	Time lost by sickness in family.
			H. M.		H. M.	D. H.	D. H.
Elizabeth V. Brant.....	\$498 31	5	12	--	---	4	1
Ella Hedden.....	499 10	--	---	--	---	8 2	5
Isabella G. Grover.....	498 60	--	---	--	---	2	2
Alice I. Johnson.....	307 70	--	---	--	---	13	---
Emma A. Issler.....	300 00	--	---	--	---	---	---
Lizzie Cation.....	254 07	1	1	--	---	1	---
Jennie C. Ritchie.....	274 82	1	1	1	2	2 2	---
<i>Eighteenth Ave. School.</i>							
J. Ward Smith.....	1,350 00	--	---	--	---	---	---
Mrs. C. L. D. Smith.....	648 14	--	---	1	3	---	---
Margaret Baird.....	525 00	--	---	--	---	1	---
Emma F. Woodward.....	493 58	7	24	5	20 30	10 2	---
Virginia Smith.....	330 00	--	---	--	---	---	---
Emma E. Ortland.....	400 00	--	---	--	---	2	---
Agnes A. Wood.....	399 04	--	---	--	---	2 3	8
Elizabeth Moore.....	500 00	--	---	--	---	---	1
M. Jennie Morris.....	517 52	--	---	--	---	---	---
Margaret A. Day.....	500 00	--	---	--	---	---	---
Margaret A. Rasch.....	500 00	--	---	--	---	---	---
S. Eveline Durand.....	500 00	--	---	--	---	---	---
Harriet E. Ball.....	468 38	--	---	1	5	1	---
Adelaide Peck.....	296 56	--	---	--	---	16	---
Caroline A. Ingalsbe.....	300 00	--	---	--	---	---	---
E. Jennie Peer.....	120 00	No	report.	---	---	---	---
Matilda J. Speer.....	40 00	No	report.	---	---	---	---
<i>Miller St. School.</i>							
S. Fannie Carter.....	700 00	1	5	1	20	2	2
Mary E. Romaine.....	500 00	--	---	1	3 40	---	---
Carrie E. Morehouse.....	105 00	--	---	--	---	---	---
Minnie L. Umbach.....	120 00	No	report.	---	---	---	---
<i>Central Ave. School.</i>							
Geo. O. F. Taylor.....	1,700 00	--	---	--	---	---	---
Maria E. Morgan.....	739 50	--	---	--	---	1	---
Belle Lambson.....	508 75	--	---	1	25	---	9
Laura V. Garrabrant.....	520 63	--	---	--	---	6 4	---
M. Ida Dean.....	520 51	1	2	--	---	6 3	---
Margaret Hollum.....	525 00	--	---	--	---	3	---
Agnes K. Lambson.....	645 00	--	---	--	---	3	5

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence.	Time lost by personal sickness.	Time lost by sickness in family.
			H. M.		H. M.	D. H.	D. H.
Esther F. Hedden.....	\$500 00	--	----	--	----	2	----
Isabella McClure.....	392 50	--	----	--	----	----	----
Sarah A. Avery.....	500 00	2	5	--	----	----	3
Jennie B. Canfield.....	500 00	--	----	--	----	----	----
Ida Van Duyne.....	76 14	--	----	--	----	31 3	----
Adelaide D. Miller.....	420 00	--	----	--	----	8	----
Ida L. Redman.....	480 00	--	----	--	----	----	----
Josephine W. Morton.....	285 40	--	----	--	----	6	----
Ida M. Ranke.....	24 00	No	report.	--	----	----	----
M. Emma Reeve.....	165 00	--	----	--	----	----	----
Josephine H. Wood.....	20 00	No	report.	--	----	----	----
<i>Lock St. School.</i>							
M. Augusta Gillott.....	520 00	--	----	1	2	2	----
C. Belle Burnett.....	306 90	--	----	--	----	3 3	----
Ida M. Ranke.....	90 00	No	report.	--	----	----	----
Ida J. Bush.....	68 00	No	report.	--	----	----	----
<i>Drawing Teacher.</i>							
Sara A. Fawcett.....	910 00	No	report.	--	----	----	----
<i>Miscellaneous.</i>							
Julia Merry.....	2 50	No	report.	--	----	----	----
Mary E. Tyler.....	11 50	No	report.	--	----	----	----
Lucy A. Richards.....	11 50	No	report.	--	----	----	----
Josephine H. Wood.....	2 50	No	report.	--	----	----	----
Clara Emory Eyles.....	1 87	No	report.	--	----	----	----
Mary Bines.....	1 50	No	report.	--	----	----	----
Eliza A. Baldwin.....	6 00	No	report.	--	----	----	----
<i>Lafayette St. Ev'g School.</i>							
Joseph Clark.....	140 00	--	----	--	----	----	----
W. C. Sandy.....	105 00	--	----	--	----	----	----
Levering A. Opdyke.....	90 00	--	----	--	----	----	----
Harry H. Dawson.....	90 00	--	----	--	----	----	----
Lizzie S. Thomson.....	75 00	--	----	--	----	----	----
Mrs. Henrietta L. Clark.....	50 00	--	----	--	----	----	----
Jeremiah A. Townsend.....	90 00	--	----	--	----	----	----
Minnie D. Camden.....	75 00	--	----	--	----	----	----
Fanny Taylor.....	75 00	--	----	--	----	----	----
Margaret A. Bogan.....	75 00	--	----	--	----	----	----

TABLE F.—Continued.

TEACHERS.	Salaries of Teachers.	How many times late.	Time lost by tardiness.	Times absent from other causes than sickness.	Time lost by such absence	Time lost by personal sickness.	Time lost by sickness in family.
<i>Newton St. Ev'ng School.</i>			H. M.		H. M.	D. H.	D. H.
Clarence E. Meleney.....	\$122 00	--	----	--	----	4	----
Stephen S. Day.....	46 50	--	----	--	----	----	----
Frank Williams.....	87 60	--	----	--	----	----	----
Mary S. Pond.....	75 00	--	----	2	4	----	----
Emma L. DeCamp.....	75 00	--	----	--	----	4	----
Ida E. Drake.....	12 50	--	----	--	----	----	----
Hugo Walther.....	90 00	--	----	--	----	----	----
Rebecca McClure.....	63 75	--	----	2	4	----	----
Mrs. Fannie W. Smith.....	10 00	--	----	--	----	----	----
W. M. Giffin.....	1 50	--	----	--	----	----	----
Irving P. Towne.....	48 50	--	----	2	4	----	----
<i>Morton St. Ev'ng School.</i>							
Edwin Shepard.....	144 00	--	----	--	----	1	----
Wm. J. Eckoff.....	105 00	--	----	--	----	3	----
Julius C. Haynes.....	91 50	--	----	--	----	----	----
James W. Keogh.....	92 40	5	15	2	1 30	----	----
Arnold Voget.....	90 00	--	----	--	----	----	----
Timothy E. Scales.....	90 00	4	8	2	4	----	----
Louis A. Queen.....	90 00	--	----	--	----	----	----
Benj. W. Tucker.....	90 00	--	----	--	----	----	----
Minnie A. Hinman.....	74 80	--	----	--	----	2	----
Mrs. Georgie B. Crater.....	74 60	2	4	--	----	1	----
<i>Central Ave. Ev'g School.</i>							
Geo. O. F. Taylor.....	140 00	--	----	--	----	----	----
S. S. Day.....	15 00	--	----	--	----	----	----
David Maclure.....	90 00	2	9	1	40	----	----
Cornelius V. Boughton.....	89 50	1	3	1	2 15	----	----
Eliza Murphy.....	75 00	3	23	1	35	----	----
Milford A. Giffin.....	90 00	--	----	--	----	----	----
Agnes K. Lambson.....	75 00	--	----	--	----	2 15	----
Elizabeth Sawyer.....	75 00	--	----	--	----	----	----
Martha S. Willis.....	75 00	2	13	1	35	----	----
Mary A. Reusch.....	75 00	--	----	--	----	----	----

TABLE G.

SHOWING THE AVERAGE ENROLLMENT, SALARIES OF TEACHERS, COST OF SCHOOL BOOKS, OTHER ORDINARY EXPENSES, TOTAL ORDINARY EXPENSES, EXTRAORDINARY EXPENSES, TOTAL CURRENT EXPENSES, COST OF BOOKS PER PUPIL, AND ANNUAL COST PER PUPIL.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	Sch'l Books, Stationery, and Printing.	Ordinary Expenses, Repairs, Fuel, Heat, Rent.	Total Ordinary Expenses.	Extraordinary Expenses.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Normal.....	26	\$1,345 09	\$145 01	\$ 56	\$1,400 66	-----	\$1,400 66	\$5 58	\$57 33
High.....	394	14,026 84	1,050 03	1,678 26	17,355 13	-----	17,355 13	2 67	44 05
Burnet Street Grammar.....	343	4,673 00	578 82	933 18	6,185 00	\$81 73	6,266 73	1 69	18 03
Burnet Street Primary.....	442	4,040 03	151 50	933 08	5,130 61	81 73	5,212 34	34	11 61
State Street Primary.....	300	3,247 29	115 70	826 52	4,180 51	-----	4,189 51	39	13 97
James Street Industrial.....	132	1,250 32	30 62	245 54	1,526 48	-----	1,526 48	23	11 56
Market Street Primary.....	400	3,912 01	141 00	907 17	4,960 18	20 00	4,980 18	35	12 40
Washington Street Grammar.....	335	4,695 60	355 38	886 67	5,937 65	244 54	6,182 19	1 06	17 72
Washington Street Primary.....	468	3,985 95	239 03	886 58	5,111 56	244 54	5,356 10	51	10 92
Lawrence Street Grammar.....	254	4,016 31	366 38	681 20	5,063 89	18 70	5,082 59	1 44	19 94
Lawrence Street Primary.....	332	3,729 35	96 02	681 14	4,506 51	18 70	4,525 21	29	13 57
Commerce Street Primary.....	100	1,177 31	38 14	591 75	1,807 20	30 00	1,837 20	38	18 07
Colored.....	133	1,806 22	151 79	619 87	2,577 88	-----	2,577 88	1 14	19 38
Lafayette Street Grammar.....	263	4,323 70	360 66	735 49	5,419 85	-----	5,419 85	1 38	20 61
Lafayette Street Primary.....	447	4,535 63	130 26	735 41	5,401 30	-----	5,401 30	29	12 08
Newton Street Intermediate.....	195	2,562 03	329 81	520 84	3,412 68	22 57	3,435 25	1 69	17 50
Newton Street Primary.....	790	7,295 20	286 10	1,562 42	9,143 72	67 71	9,211 43	36	11 57
South Tenth Street Primary.....	579	3,983 09	84 40	1,163 42	5,230 91	579 70	5,810 61	15	9 03
Wickliffe Street Primary.....	324	3,391 95	62 88	754 12	4,208 95	-----	4,208 95	19	12 99
Webster Street Grammar.....	317	4,185 76	314 29	590 26	5,090 31	37 45	5,127 76	99	16 06
Webster Street Primary.....	336	3,704 78	110 46	590 20	4,405 44	37 45	4,442 89	33	13 11

Summer Avenue Primary	123	1,233 20	25 20	704 28	1,062 68	-----	1,962 66	20	15 96
Elliot Street Primary	127	1,561 89	213 05	662 82	2,437 76	42 38	2,480 14	1 68	19 19
Chestnut Street Grammar	406	5,524 81	657 94	838 80	7,021 55	84 56	7,106 11	62 17	29 29
Chestnut Street Primary	481	4,160 91	104 58	838 75	5,194 24	84 56	5,278 80	40 10	80 80
Oliver Street Grammar	402	4,738 34	518 76	768 46	6,025 56	37 22	6,062 78	1 29	14 99
Oliver Street Primary	416	4,098 53	117 13	768 39	4,984 05	37 21	5,021 26	28 11	98 98
Walnut Street Primary	365	4,381 16	155 46	656 58	5,193 20	15 95	5,209 15	42 14	23 23
Houston Street Primary	111	1,043 97	20 53	367 39	1,431 89	22 40	1,454 29	19 12	90 90
Thomas Street Primary	131	1,366 97	32 92	1,002 71	2,402 60	382 97	2,785 57	25 18	34 34
South Eighth Street Grammar	255	4,110 25	213 46	831 37	5,155 08	111 91	5,266 99	84 20	22 22
South Eighth Street Primary	397	3,900 67	87 65	831 33	4,819 65	111 90	4,931 55	22 12	14 14
North Seventh Street Primary	128	1,421 22	64 97	591 73	2,077 92	-----	2,077 92	51 16	23 23
South Market Street Grammar	181	2,702 57	437 07	463 73	3,603 37	40 39	3,643 76	2 41	19 91
South Market Street Primary	470	4,601 85	217 44	927 39	5,746 68	80 80	5,827 48	46 12	23 23
Wall Street Primary	152	921 13	52 49	500 72	1,474 34	21 69	1,496 03	35 9	70 70
Clover Street Industrial	109	1,952 25	13 35	254 63	1,320 23	-----	1,320 23	12 12	11 11
Morton Street Grammar	352	4,875 30	286 21	645 54	5,807 05	8 06	5,815 11	81 16	50 50
Morton Street Primary	606	4,655 76	88 04	645 48	5,389 28	8 06	5,397 34	15 8	89 89
Eighteenth Avenue Intermediate	94	1,371 30	71 75	245 57	1,688 62	2 00	1,690 62	76 17	96 96
Eighteenth Avenue Primary	730	6,552 80	165 72	1,226 96	7,945 48	10 00	7,955 48	23 10	88 88
Elizabeth Ave. (Miller St.) Primary	121	1,432 68	97 46	773 27	2,303 41	-----	2,303 41	81 19	04 04
Central Avenue Grammar	198	3,358 27	289 37	434 19	4,081 83	12 37	4,094 20	1 46	20 62
Central Avenue Primary	459	4,987 80	190 74	868 18	6,046 72	24 75	6,071 47	42 13	17 17
Lock Street Primary	104	1,202 46	25 36	413 23	1,941 05	117 20	1,758 25	24 15	78 78
Lafayette Street Evening	352	865 00	97 13	146 85	1,108 98	-----	1,108 98	28 3	15 15
Newton Street Evening	176	632 35	169 22	43 00	844 57	-----	844 57	96 4	79 79
Morton Street Evening	354	942 30	161 89	150 52	1,254 71	-----	1,254 71	46 3	54 54
Central Avenue Evening	264	799 50	51 01	175 80	1,026 31	-----	1,026 31	19 3	89 89

Annual cost per Pupil in Normal School, \$57.33; in High School, \$44.05; in Grammar Schools, \$17.96; in Intermediate Schools, \$17.56; in Primary Schools, \$12.20; in Industrial Schools, \$11.81; in Colored School, \$9.38; in the Day Schools, \$14.75. in the Evening Schools, \$3.70; in Day and Evening Schools, \$13.90.

TABLE H.—Continued.

NAME AND GRADE OF SCHOOLS.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole No. of pupils.	Average No. of regis- tered pupils.	Average daily attend- ance for the year.	No. of months school has been kept open during the year.	No. of children bet. 5 and 15 years of age enrolled during year.	No. who have attended to months or more during year.	No. who have attend- ed 8 months but less than 10.	No. who have attend- ed 6 months, but less than 8.	No. who have attend- ed 4 months, but less than 6.	No. who have been pre- sent every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of turliness during the year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.
PRIMARY SCHOOLS.																				
Burnet Street.....	7	7	300	300	600	442	397	10	600	52	252	92	55	149	6	127	7	4	15	06
State Street.....	7	7	215	221	436	300	260	10	436	73	113	62	52	136	7	260	2	--	0	2
Market Street.....	1	5	277	331	608	400	345	10	608	75	155	86	79	213	7	281	8	11	44	65
Washington Street.....	7	6	311	291	602	468	414	10	602	59	240	81	77	136	4	77	6	14	44	41
Lawrence Street.....	6	6	225	237	462	332	300	10	462	39	189	72	43	128	1	75	12	26	91	91
Commerce Street.....	2	2	87	79	166	100	84	10	166	--	47	30	18	71	--	9	2	1	32	76
Lafayette Street.....	7	7	293	336	629	447	391	10	629	98	223	76	65	167	--	385	7	1	19	29
Newton Street.....	7	8	569	551	1,120	799	712	10	1,120	100	381	144	112	323	--	---	13	--	19	38
South Tenth Street.....	1	1	208	281	489	579	350	10	479	25	216	66	85	187	1	113	8	--	7	29
Wickliffe Street.....	7	6	246	230	476	324	279	10	476	60	121	74	70	151	4	185	6	--	6	4
Webster Street.....	6	6	252	252	498	336	323	10	498	27	224	61	46	140	--	111	6	2	15	13
Summer Avenue.....	2	2	73	96	169	123	112	10	169	18	65	22	15	49	1	41	2	--	2	5
Elliot Street.....	3	3	100	74	174	127	109	10	174	8	71	24	20	51	2	168	2	--	1	9
Chestnut Street.....	8	8	366	323	629	481	429	10	629	37	281	106	70	135	8	162	2	6	15	10
Oliver Street.....	8	8	275	247	522	416	364	10	522	50	171	65	61	175	2	194	2	1	21	201
Walnut Street.....	1	8	256	270	526	365	330	10	526	53	194	48	65	166	4	250	18	--	4	10
Houston Street.....	2	2	68	89	157	111	101	10	157	16	61	20	14	40	4	130	5	--	1	17
Thomas Street.....	3	3	114	99	213	131	115	10	213	1	75	18	20	99	1	210	3	11	8	17
South Eighth Street.....	7	7	301	260	570	397	342	10	570	31	177	107	78	177	1	458	7	--	2	10
South Seventh Street.....	3	3	129	87	216	128	108	10	216	4	56	33	27	96	--	229	6	--	2	23
South Market Street.....	8	8	344	342	686	470	410	10	686	47	277	105	80	173	8	1,201	3	3	9	26
Wall Street.....	3	3	98	107	205	152	135	--	205	--	8	51	32	114	1	201	3	2	10	21
Morton Street.....	9	9	416	405	821	666	537	10	821	75	324	113	92	217	7	37	0	--	13	11
Eighteenth Avenue.....	12	12	454	480	934	730	643	10	934	63	408	146	107	290	3	472	12	--	1	11
Miller Street.....	3	3	113	106	219	121	102	10	219	11	60	33	12	105	--	140	3	6	7	12
Central Avenue.....	9	9	327	320	647	459	397	10	647	63	211	89	92	192	4	435	2	6	1	12
Lock Street.....	2	2	93	76	169	104	89	10	169	5	49	16	30	69	1	222	2	3	1	5
Total in Prim'y Schools.....	165	165	6,614	6,499	13,113	9,439	8,478	10	13,113	1,141	4,558	1,840	1,515	3,955	85	6,173	181	78	358	802

TABLE H.—Continued.

NAME AND GRADE OF SCHOOL.	No. of male teachers.		No. of female teachers.		No. of male pupils.		No. of female pupils.		Whole No. of pupils.		Average No. of regis- tered pupils.		Average daily attend- ance for the year.		No. of months school has been kept open during the year.		No. of children bet. 5 and 18 years of age en- rolled during year.		No. who have attended 10 months or more during year.		No. who have attend- ed 8 months, but less than 10.		No. who have attend- ed 6 months but less than 8.		No. who have attend- ed 4 months but less than 6.		No. who have attended less than 4 months.		No. who have been pre- sent every school day during year.		No. who have not been absent or tardy dur- ing year.		No. of cases of tardiness during the year.		No. of different classes in school.		No. suspended or ex- pelled during year.		No. of visits by City Superintendent.		No. of visits by Com- missioners.	
	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole No. of pupils.	Average No. of regis- tered pupils.	Average daily attend- ance for the year.	No. of months school has been kept open during the year.	No. of children bet. 5 and 18 years of age en- rolled during year.	No. who have attended 10 months or more during year.	No. who have attend- ed 8 months, but less than 10.	No. who have attend- ed 6 months but less than 8.	No. who have attend- ed 4 months but less than 6.	No. who have attended less than 4 months.	No. who have been pre- sent every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardiness during the year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.																					
James Street Industrial	3	3	117	113	230	132	107	10	230	9	44	35	38	104	1	1	463	3	2	7	5																					
Clover Street Industrial	2	2	98	80	178	109	98	10	178	5	58	29	27	61	2	2	121	2	2	2	3																					
Total in Primary Grades	3	170	6,829	6,692	13,521	9,680	8,383	10	13,521	1,155	4,760	1,904	1,580	4,120	88	77	6,757	186	98	365	808																					
Colored School	1	2	89	104	193	133	106	10	193	73	21	26	23	50	1	1	723	8	2	4	9																					
Total in Day Schools	18	246	9,086	9,081	18,167	13,408	11,760	10	18,165	1,969	6,743	2,567	1,982	4,904	216	195	8,989	270	107	627	2,226																					
EVENING SCHOOLS.																																										
Lafayette Street	5	5	437	86	523	352	252	3	523	---	---	---	---	---	---	---	---	---	---	---	---	---																				
Newton Street	3	3	217	40	263	176	130	3	263	---	---	---	---	---	---	---	---	---	---	---	---																					
Morton Street	8	2	420	80	510	354	271	3	510	---	---	---	---	---	---	---	---	---	---	---	---																					
Central Avenue	4	5	283	133	416	264	205	3	416	---	---	---	---	---	---	---	---	---	---	---	---																					
Total in Evening Schools	21	15	1,367	345	1,712	1,146	858	3	1,712	---	---	---	---	---	---	---	---	---	---	---	---																					

PART IV.

RULES OF THE BOARD

AND

Regulations for the Schools.

RULES

OF THE

BOARD OF EDUCATION.

ORGANIZATION.

1. The Board of Education shall meet on the Wednesday next succeeding the first Tuesday after the first day of January, in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent, and Superintendent of Erection and Repairs of School Houses, shall be elected for the ensuing year; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of meeting shall be eight o'clock P. M. during the year. At the hour appointed, the roll shall be called, and the names of the members then present recorded by the Secretary. The names of other members shall be

recorded as they may afterwards appear. As soon as a quorum shall be present, the Board shall proceed to business, and, after the organization, no member shall retire without the permission of the chair.

3. A quorum shall consist of a number of Commissioners greater by one than the number of wards in the city, and no resolution or order shall be adopted unless with the consent of a like number, but a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient; and shall be called by him (or in his absence or illness, by the Secretary), when requested in writing by five members.

DUTIES OF PRESIDENT.

5. The President, or in his absence a President *pro tem.*, shall preside at the meetings of the Board; shall preserve order and decorum; may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote, without leaving his seat. He shall appoint all committees and be *ex officio* a member of the same. He shall also be the executive officer of the Board, and as such effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.

DUTIES OF SECRETARY.

6. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the proceedings; notify the chairman of every special committee, stating the duties assigned, and the names of his associates; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board; prepare, monthly, a schedule of the names of the officers, teachers, and janitors in the schools, and the amount of salary due to each; also, quarterly, of the names of the persons to whom rent is due, and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall receive and compile the returns of the enumerators of the several wards of the city, and transmit the same to the County Superintendent of Public Schools of Essex County; under the direction and rules of the Board and of the several committees, order all supplies for the schools, and keep a duplicate of his orders, and have charge of the supplies in stock; have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 A. M. until 5 P. M. and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist in the office of the Secretary, under his direction; in the absence of the Secretary, perform the duties of that officer,

and render such other services as the Board may require; and his compensation shall be as the Board may prescribe.

DUTIES OF CITY SUPERINTENDENT.

8. The City Superintendent shall have general supervision of the schools, and visit them as regularly and frequently as possible; with the Committee on Course of Study and Examination, have the general direction and control of the examinations, and see that the regulations of the Board in relation to the schools are carried into effect. He shall receive the reports of the principals; keep full and accurate statistics of the schools in a suitable book; report to the Board, monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall devote his whole time to the discharge of his official duties, and his compensation shall be as the Board may prescribe.

DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating, ventilation and repairs of school houses, under the direction of the committees having charge of the same, and personally execute such repairs as he may be required by the committees to make. He shall act as Secretary of the Committees on School Houses, Heating and Repairs, and perform such other duties as the Board or the committees named may require; attend the meetings of the Com-

mittee on Accounts, to explain bills coming under his supervision; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

STANDING COMMITTEES.

10. The standing committees for the year shall be as follows;

1. Committee on Finance, seven members.
2. Committee on Accounts, three members.
3. Committee on School Houses, five members.
4. Committee on Repairs, five members.
5. Committee on Heating, five members.
6. Committee on Teachers, seven members.
7. Committee on Normal School, five members.
8. Committee on High School, five members.
9. Committee on Evening Schools, five members.
10. Committee on Colored School, five members.
11. Committee on Text Books, Course of Study and Examinations, seven members.
12. Committee on School Furniture and Supplies, three members.
13. Committee on Printing, three members.
14. Committee on Sanitary Regulations, three members.
15. Committee on Boundaries of Districts, five members.
16. Committee on Rules, five members.

11. THE COMMITTEE ON FINANCE shall present to the Board annually, on or before the last Friday of January, an estimate of the amount of money required for

the support of the public schools during the year, specifying, as provided in Title V. of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such appropriation; supervise and examine the accounts of receipts and disbursements in the Secretary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and reapportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board.

12. THE COMMITTEE ON ACCOUNTS shall receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness shall so certify thereon, and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

13. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings; recommend appropriate sites for school houses; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered

by the Board, and cause all contracts for the performance of the work to be duly executed. They shall submit to the Board, for their approval or rejection, methods of heating and ventilating new school houses, but the specifications and contracts for heating and ventilating shall be under the direction of the Committee on Heating.

14. THE COMMITTEE ON REPAIRS shall have supervision and charge of all ordinary repairs, shall visit and examine the school houses, and report to the Board at the regular meeting in May the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and, under the direction of the Board, cause all contracts therefor to be properly executed.

15. THE COMMITTEE ON HEATING shall, under the direction of the Board, by contract or otherwise, provide all heating and ventilating apparatus and appliances for the schools, and cause the same to be cleaned, repaired and refitted; and shall supply the the necessary fuel. They shall, on recommendation of Commissioners, appoint janitors, prescribe their duties and publish directions for their government, and for cause may discharge them; of which discharge they shall give notice to the proper Commissioners.

16. THE COMMITTEE ON TEACHERS shall, with the City Superintendent, examine all applicants for positions as teachers, and recommend to the Board such as they deem qualified. With the City Superintendent, they may employ and determine the grade of teachers temporarily, but temporary appointments shall be submitted to the Board for approval or rejection at its

next meeting. They shall determine the salaries for all the grades of teachers and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required ; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of the facts upon which such suspension is based shall be filed in the office of the City Superintendent for the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

17. THE COMMITTEES ON NORMAL SCHOOL, HIGH SCHOOL, EVENING SCHOOLS, AND COLORED SCHOOL shall have the supervision of such schools, and from time to time recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition, and report thereon to the Board.

18. THE COMMITTEE ON TEXT-BOOKS, COURSE OF STUDY AND EXAMINATIONS shall from time to time recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the schools, but no vote shall be taken upon such recommendation until one month has elapsed, and no text-book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies of books, maps and stationery, and provide for their regular delivery by the contractor to the Secretary of the Board. They shall have charge of the course of study in all the schools, and from time

to time recommend such alterations and revision thereof as they may deem proper. They shall also direct, and, with the Superintendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. THE COMMITTEE ON SCHOOL FURNITURE AND SUPPLIES shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. THE COMMITTEE ON PRINTING shall be charged with the duty of contracting for and superintending the printing of all reports, documents, blank forms, etc., that may be specially ordered by the Board, or required in the transaction of the current business of the schools.

21. THE COMMITTEE ON SANITARY REGULATIONS shall have supervision of the sanitary condition of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for the prevention of disease, and for the promotion of the health of pupils and teachers.

22. THE COMMITTEE ON BOUNDARIES OF DISTRICTS shall examine into any proposed changes in the boundaries of districts, and report the same, with their recommendation, at the next regular meeting of the Board. Before taking action thereon they shall invite the Commissioners of wards affected by such proposed changes to meet with them.

23. THE COMMITTEE ON RULES shall examine all proposed new rules and amendments to existing rules, and report their recommendations thereon at the next regular meeting of the Board, or sooner, if ordered.

24. All committees shall discharge their duties with-

out special direction of the Board, where the power is expressly given; but in other cases no action of a committee shall be binding until reported to and approved by the Board; and no expenditure exceeding twenty-five dollars (\$25) in one month shall be made by a committee for any school without such prior approval. No member of the Board shall be interested in, or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

RULES OF ORDER.

25. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the Roll.
2. Reading the Minutes.
3. Reception of Petitions and Memorials.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may

be suspended temporarily at any meeting by a vote of two-thirds of the members present.

26. All motions and resolutions for the consideration of the Board shall be seconded, and, if required by the President or any member of the Board, reduced to writing; and when any such motion or resolution shall have been stated by the Chair or read by the Secretary, it shall be deemed to be in the possession of the Board.

27. It shall be in order for a member at any time, when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then except to correct a misapprehension or misrepresentation.

28. No member shall speak more than twice on the same question at any meeting, except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

29. If any member in speaking shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall immediately resume his seat, and on the point of order being stated, the Chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

30. When a question is under debate no motion shall be received, except—

To adjourn,
 To lie on the table,
 The previous question,
 To commit,
 To postpone indefinitely,
 To postpone to a time certain,
 To amend,

which motions shall have precedence in the order named. A motion to adjourn, to lie on the table, or for the previous question, shall be decided without debate.

31. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" And its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

32. The yeas and nays shall be ordered on any question on demand of three members. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote upon any resolution shall be recorded as voting in the negative.

33. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

34. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board, so far as applicable, and a motion for the committee to rise may be made by any member at any time.

35. In other respects the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies" shall be accepted as authority.

AMENDMENT.

36. These rules may be amended at a regular meeting, on one month's notice in writing, given at a regular meeting, by a vote of two-thirds of all the members of the Board.

REGULATIONS

FOR THE

GOVERNMENT OF THE SCHOOLS.

I.—SYSTEM AND GRADE.

I. ESTABLISHED.

The Schools under the government of the Board shall be graded and classified as follows :

Primary,
Grammar,
High,
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

PRIMARY SCHOOLS.

The Primary Course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing, and vocal music. No pupil shall be admitted under five years of age.

Certificates of Graduation shall be presented at the close of each term to such pupils as shall merit the same.

GRAMMAR SCHOOLS.

The Grammar Course shall comprise, in addition to the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a Grammar School without a certificate of graduation from a Primary School, or, if the applicant has not been in attendance at a Primary School, upon personal examination by the principal of such Grammar School; but should any Primary School be insufficient to accommodate the children entitled to and applying for admission, while there is room for more pupils in the Grammar Department, the Commissioners of the ward may admit pupils of a lower grade into the Grammar Department; and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the Primary School, the studies pursued determining the grade of the class.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

HIGH SCHOOL.

The High School shall comprise a male and a female department, and shall be under the general government of a male principal, with male assistants, for the male department, and a female vice-principal, with female assistants, for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the Grammar Course, the elements of chemistry, physiology, astronomy, algebra, book-keeping, geometry, geology, drawing, and

such other branches, including the Latin, Greek, German and French languages, and the higher mathematics, as the Board may prescribe. Attention shall also be paid to gymnastic exercises, for the development and health of the pupils. The introduction and continuance of any study prescribed shall be discretionary with the Committee on High School, in conjunction with the President and the City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a Grammar School, or, if the applicant has not been in attendance at a Grammar School, upon an examination equivalent to that to which the pupils of the Grammar Schools are subjected for graduation. The Colored Schools, in their relation to the High School, as to candidates for admission thereto, shall rank as Grammar Schools.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the Grammar Schools shall have the preference.

The Committee on High School, with the City Superintendent, may at their discretion re-admit pupils who may have lost their membership by absence.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

NORMAL SCHOOL.

A Normal School, for the training and education of teachers, shall be maintained in the Training School building, under a principal and such assistants as may be necessary. It shall be one grade, requiring one year

to complete the course of study, and shall be conducted in all respects as a Model School. Pupils shall spend at least eight weeks of the Normal School year, in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus engaged shall be subject to the same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or if the applicant has not been in attendance at the High School, upon an examination equivalent to that to which the pupils of the High School are subjected for graduation. Non-residents, upon payment of such tuition fee as shall be established by the Board, may be admitted under the direction of the Committee on Normal School. All pupils upon entering the school will be required to sign a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal School and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a Training or Practice School for the pupils of the Normal School.

2. DISCRETIONARY.

In addition to the regular graded schools, the Board may at its discretion establish and maintain

Intermediate Schools,
Evening Schools,
Industrial Schools,
Colored Schools.

INTERMEDIATE SCHOOLS.

The Intermediate Schools shall consist of the Primary grades, together with the Third and Fourth grades Grammar Department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the Grammar School of the Grammar School District in which he resides.

EVENING SCHOOLS.

Evening Schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day, wherein may be taught the studies prescribed for the Grammar Schools, with the addition of book-keeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under 14 years of age.

INDUSTRIAL SCHOOLS.

Industrial Schools shall be for the instruction of poor and destitute children in primary studies and such industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes; nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

COLORED SCHOOLS.

The Colored Schools shall be for the especial accommodation of colored children, who shall be admitted on

application to the principals, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.

II.—TERMS AND VACATIONS.

I. TERMS.

The school year shall commence on the last Monday in August or the first Monday in September, as the Board may from year to year direct, and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending respectively on the Friday next preceding Christmas, the Friday next preceding the first day of April, and the Friday next preceding the Fourth day of July.

2. VACATIONS.

The vacations shall be from Christmas to New Year's day inclusive; one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the schools be closed, except by resolution of the Board, or by special consent of the President and the City Superintendent.

III.—SESSIONS.

I. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms five days in each week, from Monday to Friday inclusive, and there shall be two sessions daily, a morning session from 9 A. M. to 12 M., with a recess of fifteen

minutes near the middle of the session; and an afternoon session from 1.30 P. M. to 3.30 P. M., with calisthenic exercises in the school-room, near the middle of the session. In the fourth grade of the Primary Departments, an afternoon recess of ten minutes, to be supervised by the Assistants of that grade, may be given, at the discretion of the City Superintendent and the Principal of the school.

2. HIGH SCHOOL AND COLORED SCHOOLS.

In the High School and Colored Schools, at the discretion of their Committees and the City Superintendent, the noon intermission may be reduced to half an hour, and the school dismissed at 2.30 P. M.

3. INDUSTRIAL SCHOOLS.

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour and the school dismissed at 3 P. M.

4. SINGLE SESSIONS.

Upon extremely stormy days, the Principals, with the consent of a Commissioner of the ward, or the City Superintendent, may hold a continuous session of the school, closing at 1.30 P. M., and shall promptly notify the City Superintendent of such session.

5. EVENING SCHOOLS.

The Evening Schools, during their continuance, shall be open five evenings in each week, from Monday to Friday inclusive. The sessions shall commence at 7 P. M. and close at 9.15 P. M.

IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall opened, and the sessions of the Evening Schools shall be closed, with the reading of a portion of the Holy Scriptures, without comment, and repeating the Lord's Prayer. Vocal music, at the discretion of the Principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

V.—PUPILS.

I. ADMISSION.

(a) *Sanitary Condition*.—Previous successful vaccination, or other protection against small-pox, shall be a condition of admission to any school; and teachers and pupils residing in a house where infectious or contagious disease exists, shall be immediately suspended from school, and readmitted only on a certificate of a physician and the "permit" of a Commissioner of the ward or a member of the Committee on Sanitary Regulations.

(b) *Personal*.—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any school.

2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons a Commissioner of the ward in which such school is

located shall give a written "permit" to attend elsewhere, which "permit" shall also receive the written approval of a Commissioner of the ward in which the school such child desires to enter is located; all "permits" shall be kept on file in the office of the Principal, for the inspection of the City Superintendent and the Commissioners, until the close of the school year, and no "permit" shall extend beyond the school year.

Children in the first grade in any Grammar School removing from a district may complete their course in the school which they have been attending, without special permission, unless their places are required for the accommodation of children residing in such district.

3. RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him or her prepared to enter.

No greater number of pupils shall be assigned to any class-room than there are regular seats in such class-room.

No grammar class shall have less than forty pupils, except the first grade, where the minimum shall be thirty.

4. EXCLUSION FOR TARDINESS.

No pupil shall enter the school later than fifteen minutes after the hour of commencement, excepting in the Evening Schools, where they shall be admitted until 7.30 P. M.

5. ABSENTEES.

(a) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the Principal or class teacher shall personally inform the parents or guardian of the fact, unless the Principal has satisfactory information that the parent has knowledge of such absence.

(b) *Suspension.*—Any pupil who shall have been absent ten days (or evenings in the Evening Schools) during the term, may be suspended from school during the remainder of the term, unless it shall be shown, to the satisfaction of the Principal, that the pupil has been sick, or has been detained by sickness in his or her family.

6. INSTRUCTION.

(a) *School-room.*—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as the City Superintendent may in his discretion order in any school or class.

(b) *Preparation of Lessons out of School.*—No pupil of a grade lower than the Third Grammar shall be required to prepare any lesson out of school.

No pupil of the Third Grammar or any higher grade shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

7. DISCIPLINE.

(a) *Detention.*—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismissal of school in the afternoon, under

the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(b) *Corporal Punishment*.—Corporal punishment may be inflicted for wilful insubordination, by the Principal alone, who shall keep a record of each instance of such punishment, with a statement, of the offence, which record shall be at all times accessible to the City Superintendent or any member of the Board.

(c) *Suspension*.—Principals shall have power to suspend for gross offences, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits) to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts, and confirm or annul the suspension. Suspension from the High School, Colored Schools or Evening Schools shall be reported without delay to the Standing Committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

8. RECORDS.

Records of attendance, scholarship and deportment shall be kept, in all the schools, in the class-rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

9. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the Primary and Grammar Schools whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

10. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually, in all the schools, to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

11. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board, and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to Principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which order shall be published in two of the newspapers of the city, on the Saturday next succeeding the making of the same.

12. EXAMINATIONS.

(a) *Term*.—Examinations shall be held at least three times in each year, under the direction of the Committee on Text-books, Course of Study and Examinations, with the City Superintendent.

(b) *Annual*.—An examination for promotion and graduation shall be held in all the schools during the month of June in each year, under the direction of the Committee on Course of Study and Examinations, with the City Superintendent; and all the grades from the First Primary to the First Grammar inclusive, shall be examined in the same manner, and under uniform regulations. In conducting and ascertaining the results of any examination, the City Superintendent may require the aid of such teachers as may be needed.

13. BOOKS AND STATIONERY.

(a) *Supply*.—Books, stationery and other articles needed in the school-room shall be furnished without cost to pupils, but articles destroyed or damaged must be replaced.

(b) *Damages*.—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the Principal. In case payment be refused, the pupil shall be suspended, as provided in subdivision "c," under head of "Discipline."

VI.—TEACHERS.

1. RANK AND DESIGNATION.

The teachers shall rank, and in all records and schedules of the Board be designated, as

Principals,
Vice-Principals,
Head Assistants,
Assistants.

2. RELATIONS AND DUTIES.

PRINCIPALS.

(a) *Reports*.—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection such records and files, and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(*b*) *Authority*.—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of Vice-Principals and Assistants in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties as the same may be prescribed, and report any neglect thereof to the committee.

(*c*) *Care of Property*.—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school-houses and classrooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(d) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

VICE-PRINCIPALS.

Vice-Principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistants of their grade all directions of the Principals.

In the absence of the Principal, the Vice-Principal of the highest grade, or should there be no Vice-Principal, the senior assistant of the highest grade, shall assume his station and duties.

Every Vice-Principal shall also have charge of a regular class of the highest grade of her department, and conduct and make the reports concerning the same prescribed in the regulations for assistants.

ASSISTANTS.

Assistants shall, under the direction of the Principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school-rooms and property, and protect them

from injury or mutilation so far as possible, and report any injuries to the same; enforce order and discipline in their classes, so far as possible, without appeal to the Principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismissal, as he may deem necessary.

3. APPEAL.

In case of dispute or question as to the propriety of duties which Vice-Principals or Assistants may be called upon by Principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

4. ATTENDANCE.

(a) *Hours*.—All teachers shall be in attendance at their stations or class-rooms, and prepared for duty, fifteen minutes before the opening of the school sessions, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(b) *Register*.—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same annually to the City Superintendent; the absences under the heads "with permission" and "without permission," the tardinesses under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the Principal.

(c) *Tardiness*.—As often as the "unexcused" tardy

marks of any teacher shall amount to five, Principals shall make special report of the same to the City Superintendent.

(d) *Visiting for Instruction.*—Teachers may visit schools other than their own during school hours whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the Principal.

5. SALARIES.

(a) *Schedules.*—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(b) *Increase.*—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(c) *Payments and Deductions.*—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall be in proportion to the salary for that period which the number of days of actual service bears to the whole number of school days in such period, and all deductions from salaries on account of absence shall be upon the same basis.

(*d*) *Absences*.—Teachers absent on account of sickness (whenever such absence does not exceed five days in any one month), shall forfeit the pay of their substitutes. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall be deducted for the time, and the Secretary shall pay the substitute as required.

(*e*) *Forfeiture*.—Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks “unexcused” shall count as one-half day’s absence, and a corresponding deduction be made at the next payment.

(*f*) *Relief*.—Appeal for relief from any such forfeiture or loss may be made to the Committee on Teachers, who may, at their discretion, relieve therefrom.

(*g*) *Engagements*.—All engagements of teachers shall be made with reference to the “school year.” No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(*h*) *Resignations*.—Teachers shall give one month’s notice of intention to resign. In default of the same, they shall forfeit one month’s salary.

6. SUBSTITUTES.

(*a*) *Appointment*.—Teachers detained from school shall immediately notify the Principal, who shall, when such absence exceeds one day, notify the City Superintendent, who may appoint substitutes to discharge their duties during such absence.

(*b*) *Pay*.—The pay of substitutes shall be, in the High School, \$1.50 per day; in the Grammar classes,

\$1.25, and in the Primary classes, \$1.00 per day for females; for males in either school, \$3.00 per day, and in the Evening Schools, \$1.00 per session for both males and females.

VII.—TEACHERS' INSTITUTE.

A Teachers' Institute of Instruction shall be held at the High School building, on the third Saturday of each month (except the month of June) during the school year, at which all the Principals shall attend.

Vice-Principals and assistants of the Primary grade shall attend on alternate months, beginning in September, and Vice-Principals and assistants of the High School and of the Grammar grades, on alternate months beginning in October.

Sessions shall commence at 9 A. M. and close at 12 M.

The Institute shall be under the personal direction of the City Superintendent, who shall keep a record of the attendance and report the same to the Board.

Absence from Institute shall be considered absence from school duty.

VIII.—BUILDINGS.

I USE.

The school-houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school-hours mentioned in these regulations, unless by special permission of the Board.

2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

IX.—SCHOOL DISTRICTS.

The schools shall be designated by the names of the streets on which they are located. Their school districts shall be as follows:

The Burnet street Grammar school district shall be the First Ward, that portion of the Fifteenth Ward north of Sussex avenue and east of Boyden street, and that portion of the Second Ward north of the Morris canal,

The Burnet street Primary school district shall be that portion of the First Ward south of the Morris and Essex railroad (except that portion south of Lombardy street, continuing said line of Lombardy street to the river, and east of Broad street), and that portion of the Fifteenth Ward north of Sussex avenue, east of Boyden street and south of the Morris and Essex railroad.

The State street Primary school district shall comprise those portions of the First and Fifteenth Wards north of the Morris and Essex railroad, and that por-

tion of the Eighth Ward east of Chatham street and south of Seventh avenue to High street, thence south on High to Clay street, thence down Clay street to the river.

The Market street Primary school district shall be the Second Ward.

The Washington street Grammar school district shall be the Third Ward, and that portion of the Second Ward south of Market street.

The Washington street Primary school district shall be the Third Ward.

The Lawrence street Grammar school district shall be the Fourth Ward, and that portion of the Second Ward north of Market street and south of the Morris canal.

The Lawrence street Primary school district shall be the Fourth Ward, and that portion of the First Ward lying south of Lombardy street, and continuing said line of Lombardy street to the river and east of Broad street.

The Lafayette street Grammar and Primary school districts shall be the Fifth Ward, and that portion of the Twelfth Ward west of the centre of Adams street.

The Newton street Intermediate (third and fourth grades Grammar department) and Primary school districts shall be that portion of the Sixth Ward east of Camden street.

The South Tenth street Primary school district shall be that portion of the Sixth Ward west of Camden street.

The Wickliffe street Primary school district shall be that portion of the Seventh Ward south of Warren street and east of Wallace place and Hudson street.

The Webster street Grammar school district shall be the Eighth Ward.

The Webster street Primary school district shall be the Eighth Ward (except those portions of the ward assigned to the State, North Seventh and Elliot street Primary school districts).

The Elliot street Primary school district shall be that portion of the Eighth Ward east of the Morris Canal and north of Abington avenue and Gully road to the river,

The Chestnut street Grammar school district shall comprise the Ninth and Fourteenth Wards.

The Chestnut street Primary school district shall comprise the Ninth Ward, and that portion of the Fourteenth Ward south of Clinton and Elizabeth avenues and north of Murray street.

The Oliver street Grammar school district shall be the Tenth Ward.

The Oliver street Primary school district shall be the Tenth Ward (except those portions assigned to the Walnut, Houston and Thomas street schools).

The Walnut street Primary school district shall be that portion of the Tenth Ward south of Elm street and bounded by Sandford, Oliver, Jefferson, Warwick, Pacific and Garden streets and Railroad avenue.

The Houston street Primary school district shall be that portion of the Tenth Ward east of Sandford street.

The Thomas street Primary school district shall be that portion of the Tenth Ward lying south of Tichenor street, and including the northerly side of Tichenor street.

The South Eighth street Grammar school district shall be the Eleventh Ward, and for the first and second

grades that portion of the Sixth Ward west of Morris avenue.

The South Eighth street Primary school district shall be the Eleventh Ward, except that portion north of the Newark and Bloomfield railroad.

The North Seventh street Primary school district shall be that portion of the Eleventh Ward north of the Newark and Bloomfield railroad, and that portion of the Eighth Ward lying west of Chatham street, south of Abington avenue, and west of Morris canal.

The South Market Street Grammar school district shall be that portion of the Twelfth Ward lying east of Adams street.

The South Market street Primary school district shall be that portion of the Twelfth Ward easterly from a line running through Ferguson street southerly from the river to South Market street, thence to Frederick street, thence to Westcott street, thence to Darcy street, thence to Hamburg Place and ward line.

The Hamburg place Primary school district shall be that portion of the Twelfth Ward between the centre of Adams street and the westerly boundaries of the South Market street Primary school district.

The Morton street Grammar school district shall be the Thirteenth Ward, and for the first and second grades that portion of the Sixth Ward south of Thirteenth avenue and east of Morris avenue.

The Morton street Primary school district shall be that portion of the Thirteenth Ward bounded by Springfield avenue, High street, Montgomery street and Belmont avenue.

The Eighteenth avenue Intermediate and Primary

school districts shall be that portion of the Thirteenth Ward not included in the Morton street school district.

The Miller street Primary school district shall be that portion of the Fourteenth Ward not included in the Chestnut street Primary school district.

The Central avenue Grammar school district shall comprise the Seventh Ward and that portion of the Fifteenth Ward not assigned to the Burnet street school district; and for the first and second grades that portion of the Sixth Ward north of Thirteenth avenue and east of Morris avenue.

The Central avenue Primary school district shall comprise that portion of the Fifteenth Ward south of the Morris and Essex railroad, west of Boyden street and south of Sussex avenue; that portion of the Seventh Ward north of Warren street, and west of Wallace place and Hudson street, and that portion of the Seventh Ward east of Morris avenue, north of Bank street and south of the Morris canal.

X.—MISCELLANEOUS.

I. CONSTRUCTION.

In the construction of these regulations, the word "teacher," in whatsoever relation the same may occur, shall be held and deemed to apply alike to Principals, Vice-Principals, Head Assistants and Assistants.

2. PUBLICATION.

Schedules of Salaries, the Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same, mentioned in these regulations, and all other

orders or directions of a uniform and general character for the guidance of employees or agents of the Board, shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and except the registers and records, published with and as part of the Annual Report.

3. AMENDMENT.

These regulations may be amended at a regular meeting, on one month's notice in writing, given at a regular meeting, by a vote of sixteen members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations under appropriate titles and subdivisions.

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DATE OF ISS

DATE OF ISSUE

Free Public Library,

NEWARK, N. J.

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newed.

A fine of two cents a day, including Sundays and holidays, must be paid on each volume kept over time.

No book will be delivered to the party incurring fine till all indebtedness is paid.

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The intentional injury of books or other property of a Public Library incurs, by statute, a liability of a fine of \$100.

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